Preliminary Multiple Subject Credential
Preliminary Single Subject Credential

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Program Assessment Submission Checklist

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The preliminary teacher preparation program and its prerequisites include a purposeful, interrelated, developmentally-designed sequence of coursework and field experiences, as well as a planned process for comprehensive assessment of candidates that effectively prepare candidates to teach all K-12 students and to understand the contemporary conditions of schooling, including attention to California public education.

The Stanford Teacher Education Program (STEP) is a yearlong graduate school program of the Stanford University Graduate School of Education (GSE). STEP is a post-baccalaureate program that offers candidates either a California Preliminary Single Subject Credential (STEP Secondary) or a California Preliminary Multiple Subject Credential (STEP Elementary), as well as a Master of Arts in Education. As the STEP curriculum grids below demonstrate, the program provides a purposeful, interrelated, developmentally designed sequence of coursework and field experiences that connects research and scholarship to practice in deep ways. Indeed, signature assessments in STEP are completed with great attention to research, as they apply to practical settings. For example, the culminating project for their three-quarter, nine-month sequence of Curriculum & Instruction courses in STEP Secondary is a curriculum unit based on common core standards. Similarly, the final project in EDUC284: Teaching and Learning in Heterogeneous Classrooms has candidates plan, implement, assess, and reflect upon a task designed specifically for heterogeneous classrooms. In STEP Elementary, the Child Development course culminates in an annotated lesson plan that incorporates relevant scholarship from the course. Across the program there is great attention to connections between scholarship and practice.

The STEP curriculum includes five strands of coursework, as detailed in the figures below. While courses change somewhat each year based on evaluations and instructors’ joint planning, the overarching goals and shape of the curriculum are stable, and the schedule of the year’s coursework is presented to candidates in the student handbook upon their arrival to the program.

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### Figure 1.1

#### STEP Secondary Curriculum

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<th>STRANDS/ COURSES</th>
<th>SUMMER</th>
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<td>LITERACY, HISTORY &amp; THE SOCIAL SCIENCES (EDUC228H)</td>
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<td>ELEMENTARY CLASSROOM LEADERSHIP &amp; MANAGEMENT (EDUC264F)</td>
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To ensure that all of the program’s candidates gain a clear understanding of the realities of California public education, candidates are placed in public schools for the entire school year.

Occasionally, between one to three candidates are placed at Eastside College Preparatory School, an independent school that serves students from East Palo Alto and other low-income communities and where all students are scholarship recipients. During the summer school experience, all candidates observe and participate in STEP’s specially co-designed program with the Sunnyvale School District. Additional school placements occur across the full academic year, beginning when teachers report to schools in late summer and lasting until final exams and graduation in the spring. All of the placement schools and classrooms are selected, in part, based on the diversity of learners present, including significant numbers of English language learners.

The program both summatively and formatively assesses candidates throughout the year. First, final course grades reflect candidates’ work throughout the quarter. Most STEP courses include multiple assessments of candidates’ mastery of the content of the course. Candidates keep logs about their readings and write journal entries that describe events in their clinical placements and how these events relate to the content of their courses. They prepare multiple drafts of their case studies and receive feedback from instructors and peers. In conferences with peers, they present their work-in-progress and benefit from their colleagues’ feedback. In addition, they provide collegial feedback to one another on their unit plans and conduct reciprocal observations during fall and spring quarters. Candidates also have numerous opportunities throughout the year to video tape their classroom instruction and to work with peers, instructors and supervisors in reviewing and reflecting on these videos, and to receive feedback.

Furthermore, STEP has chosen the PACT (Performance Assessment for California Teachers) as its Commission-approved model, and has adopted the PACT’s scoring and passing standards. Candidates are introduced to the California Standards for the Teaching Profession (CSTPs) and the Teaching Performance Expectations (TPEs) during their first week of the program, and throughout the year candidates have opportunities to build their knowledge, understanding, and professional practices for the core PACT tasks (planning, instruction, assessment, and reflection) and to receive appropriate feedback. (See syllabi and assignments for the curriculum and instruction courses and EDUC246A,B,C&D: Secondary Teaching Seminar). Furthermore, the CSTPs and the TPEs guide the supervision of candidates in the field. University supervisors and cooperating teachers use a standards-based observation protocol to assess candidates’ progress over the four quarters of STEP. (See Record of Observation Cycle and Quarterly Assessment). Rather than asking for general comments about the quality of candidates’ teaching, the quarterly assessments provide benchmarks that reflect the domains of teaching specified by the CSTPs and TPEs. University supervisors conduct nine formal observations of each candidate across three quarters using CSTPs and TPEs as a guide. Each quarter at least one of these observations is videotaped. University supervisors confer with candidates about their instructional plans prior to each observation, and together they debrief each learning segment following the observation, drawing on video evidence as available. Candidates then complete a written reflection to extend their thinking about the observed learning segment. Based on these observations, university supervisors complete quarterly assessments in November, March, and May. Cooperating teachers observe candidates on an ongoing basis and also complete three quarterly assessments. Cooperating teachers and supervisors provide evidence that supports their assessments of candidates on each area of the standards. Candidates then discuss these assessments with their cooperating teachers and supervisors and set goals for continued growth. Program directors review all quarterly assessments at the end of each quarter. Candidates’ performance in their clinical work contributes to their course grades for EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi). Therefore, the CSTPs and TPEs are woven into candidates’ instruction and assessment throughout the program. Candidates for the Single Subject credential complete the PACT Teaching Event (TE) during the independent student teaching phase of their year-long field placements, supported by a series of
assignments in their spring **EDUC246D: Secondary Seminar**. Candidates for the Multiple Subject credential complete a Teaching Event in Elementary Literacy in winter quarter, in conjunction with **EDUC246H: Elementary Teaching Seminar**, and supported by a series of related course activities and assignments. In addition, Multiple Subject candidates complete one Teaching Event task in each of the three additional core areas not addressed in the complete TE (mathematics, history/social science and science). The curriculum and instruction courses for each content area provide support for the completion of the teaching event and the additional tasks. Multiple Subject candidates collect the information needed to respond to the PACT requirements in two different field placements, one in the early elementary grades and another in the upper grades.
The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education and informed by adult learning theory and research.

All STEP candidates, admitted yearly in cohort groups of 65-75 in STEP Secondary and 20-25 in STEP Elementary, follow a rigorous and coordinated schedule of coursework and clinical experiences over the course of four academic quarters. The 12-month program is designed to help candidates gradually develop the knowledge base, pedagogical skills, modes of inquiry, and reflective practice required for success as a beginning teacher. STEP’s Conceptual Framework describes how the knowledge base of teacher education guides the program’s coursework and fieldwork and serves as the primary evidence for this standard. The Conceptual Framework describes the domains of knowledge teacher candidates will explore during the program, as well as the importance of the connection between scholarship/research and practice in a teacher education program.

By design, STEP also takes into account the developmental nature of candidates’ learning. The program recognizes that like all students, adult learners must apply the readings, research, knowledge, and reflections which they encounter in the classroom to experiences in their clinical placement, and vice versa. STEP therefore provides candidates continuous opportunities—both formal and informal—to relate their clinical work to their classroom experiences. Consequently, the program supports the development of these understandings and their application over time. Furthermore, like with any educational program geared to adults, STEP recognizes that candidates come to the program with a myriad of experiences, identities, and work histories. STEP therefore draws on candidates’ applicable experiences, strengths, interests, and needs in coursework and clinical placements.

By design, the program provides extensive opportunities for candidates (a) to learn to teach the content of the state adopted K-12 academic content standards to all students; (b) to know and understand the foundations of education and the functions of schools in society; and (c) to develop pedagogical competence utilizing a variety of strategies as defined by the

a. In its curriculum and instruction (C&I) courses, coordinated with field assignments, STEP provides substantive instruction and supervised practice that effectively prepares each candidate to plan and deliver content-specific instruction. This instruction draws on the state-adopted academic content standards for students, the curriculum framework in each content area, and the fundamental principles and ideas of each discipline. The program provides multiple opportunities for candidates to apply the TPEs and state adopted content standards to instruction in each of the designated subjects, and to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the subject-specific TPEs. In the program, each candidate demonstrates a basic ability to plan and organize instruction to foster student achievement of state-adopted academic content standards; use instructional strategies, materials, technologies and other resources to make content accessible to students, including state-adopted materials; and interrelate ideas and information within and across major subdivisions of each subject.

Effective practice relies on subject matter knowledge that allows teachers to organize content so that students can create useful cognitive maps of the terrain, see connections among ideas, and apply learning to new problems and situations. Teachers can better scaffold student learning when they understand the core ideas in a discipline and how these ideas structure knowledge, how they relate to one another, and how they can be tested, evaluated, and extended. Teachers use this knowledge of subject matter flexibly to address how students generate ideas, how inquiry in a field is conducted, and what disciplinary reasoning entails. Teachers can see how ideas connect across fields and to everyday life so that they can select examples, pose problems, and describe applications. Multiple Subject candidates are expected to have completed an undergraduate program of study that includes a broad liberal arts education, a completed undergraduate major, and a well-rounded competence in all subject areas relevant to elementary teaching. Additionally, Multiple Subject candidates are required to pass the California Subject Examinations for Teachers (CSET) as a measure of the breadth of their understanding in the content areas. All Single Subject candidates verify subject matter competency through either an approved subject matter program or through the CSET.

Although STEP’s design assumes that much of the initial grounding in subject matter will be acquired during the undergraduate years, the program recognizes that the ways in which content is learned as a student are not a fully adequate base for the subject matter knowledge needed by teachers. Building upon the content knowledge with which candidates enter the program and to develop the
### Teaching Performance Expectations (TPEs)

(Provided in the appendix).

Pedagogical content knowledge (PCK) needed to support student learning, STEP Secondary provides a three-quarter, nine-month sequence of courses in five subject areas: EDUC262A, B, and C: Curriculum and Instruction in English; EDUC268A, B, and C: Curriculum and Instruction in History-Social Science; EDUC263A, B, and C: Curriculum and Instruction in Mathematics; EDUC267A, B, and C: Curriculum and Instruction in Science; and EDUC264A, B, and C: Curriculum and Instruction in World Languages (see syllabi). STEP Elementary has two three-quarter curriculum and instruction sequences in EDUC228E, F, and G: Becoming Literate in School and EDUC263E, F, and G: Quantitative Reasoning and Mathematics, two quarters of EDUC267E and F: Development of Scientific Reasoning and Knowledge and one quarter of EDUC228H: Literacy, History, and Social Science (see syllabi). Health, physical education and the arts are covered in the ED2UC46E, F, G, and H: Elementary Teaching Seminar sequence (see syllabi). The Curriculum & Instruction (C&I) sequence is one of the hallmarks of the STEP curriculum. In these courses, candidates study learning and teaching strategies, develop lessons, assessments, and curriculum units that they then try out, reflect upon and revise. In this sequence of courses, candidates have many opportunities to practice the cycle of planning, teaching, assessing, and reflecting that is embedded in the TPEs.

Evidence of the state standards and framework in curriculum and instruction coursework can be found in the syllabi, required readings, and course assignments, as well as in the graduation portfolio. By holding candidates accountable for teaching the state and national standards, STEP addresses subject matter instruction for its candidates.

b. All candidates complete EDUC299: Educating for Equity and Democracy. In this course candidates examine the historical, political, and economic forces that influence American schools and the experiences of P-12 students. In addition to exploring issues of equity during their regular discussion meetings, candidates write reflective reading responses and develop a personal dictionary of terms to show how they are working to redefine their views of children and adolescents, schools and communities, learning, and intelligence. Candidates develop additional knowledge about foundational issues in the field throughout the STEP curriculum. Specifically, examinations of social, historical, and cultural foundations occur in EDUC240: Adolescent Development and Learning, EDUC284: Teaching and Learning in Heterogeneous Classrooms (STEP Secondary), EDUC388A: Language Policies and Practices, and EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi).

c. STEP provides multiple opportunities for each candidate to apply the Teaching Performance Expectations (TPEs) to instruction in each of the designated subjects, and to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the subject-specific TPEs. The TPEs are closely aligned with the California Standards for the Teaching Profession (CSTPs), the standards by which STEP assesses candidates’ learning and development at each stage of the program.

A review of course syllabi shows that STEP courses utilize a variety of strategies and assessments for professional instruction, including:

- small and large group discussions
- lectures
- formative and summative assessments
- role plays and simulations
- discussions, analysis, and creation of case studies
- analysis of student work samples
- journaling and keeping logs
- performance assessments
- mini-conferences and gallery walks
- web-based discussion forums
- video analysis
- observation exercises
- portfolio creation

Evidence of how STEP prepares candidates to select and use materials, plan presentations, design activities, and monitor student learning—such that instructional materials, goals, and strategies demonstrate an awareness of the needs and strengths of every student—can be found in the syllabi for multiple courses, including the subject-specific curriculum and instruction courses, EDUC388A: Language Policies and Practices, EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi), EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject), and, for STEP Secondary, in EDUC289: The Centrality of Literacies in Teaching and Learning and EDUC284: Teaching and Learning in Heterogeneous Classrooms. In addition, there are several structured opportunities for students to reflect deeply about how all aspects of teaching come together to support student learning, including assessment of outcomes based on instructional decisions and alternative courses of action. For example, in STEP Secondary, each of the subject-specific curriculum and instruction course sequences culminates in the design of a curriculum unit, i.e., a sequence of learning segments that incorporates the importance of assessing alternative courses of action in teaching, selecting appropriate curricular materials, planning presentations, and designing activities, as well as multiple assessments and clear criteria for monitoring student learning. These unit assignments provide evidence of the attention paid to the assessment of student needs, importance of instructional goals, the consideration of alternative strategies, and reflection on prior decisions. Similarly, STEP Elementary candidates have multiple opportunities throughout the year to focus attention on the full teaching cycle: planning, instruction, assessment and reflection. In each of the elementary curriculum and instruction courses, candidates engage in the full teaching cycle, often video-taping their own work to further enhance opportunities for reflection, assessment, and growth in their development as professional educators (see curriculum and instruction syllabi).

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<thead>
<tr>
<th>A fair, valid, and reliable assessment of the candidate’s status with respect to the TPEs is embedded in the program design.</th>
<th>Through coursework and fieldwork candidates prepare for STEP’s summative assessment task, the PACT Teaching Event, which is recognized by the state of California as a fair, reliable and authentic assessment of a candidate’s preparation for the responsibilities of classroom teaching. The alignment of the CSTPs and the TPEs, as proposed by the CCTC, comprehensively addresses different domains of practice and pedagogical knowledge. As discussed above, the TPEs and CSTPs are introduced to candidates during their first week of the program, and throughout the year candidates have opportunities to build their knowledge, understanding, and professional practices for the core PACT tasks (planning, instruction, assessment, and reflection) and to receive appropriate feedback. (See syllabi and assignments for the C&amp;I courses and EDUC246C&amp;D: Secondary Teaching Seminar). STEP supervisors and cooperating teachers assess classroom performance and professional dispositions, using STEP’s Quarterly Assessment tool to guide their observations and assessments of candidates’ performance in the field. The Quarterly Assessment is based on the CSTPs and aligned with the TPE. Feedback to candidates on these observations directly reference the CSTPs and TPEs. Secondary candidates present their Teaching Event materials to supervisors, faculty, and peers at the culminating STEP Exhibition in late May.</th>
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The Stanford Teacher Education Program (STEP) seeks to establish collaborative partnerships that contribute substantively to the professional preparation of candidates. Such partnerships develop through purposeful and substantive dialogue between STEP and university departments that provide subject matter preparation on the one hand, and STEP and schools and districts where candidates engage in field experiences on the other.

Preparing teachers is the joint work of the university and the schools at which candidates complete their field placement. Indeed, the quality of the outcomes of the teacher preparation programs is related to the strength of this joint work. By this we mean the extent to which the university contributes to the enhancing of the teaching and learning at the schools and the extent to which the schools bring to the university opportunities to encounter the realities of teaching in diverse settings, as well as opportunities for candidates to recognize the strengths and needs of the wide range of students.

STEP continues to build upon and strengthen its relationship with schools in the area. All school partners are consulted throughout the placement process and during the school year to ensure alignment with candidates’ needs and the needs and capacity of the school site. An administrator liaison at the school site provides input into cooperating teachers’ ability to work effectively with other teachers and offers evidence of practices compatible with STEP’s Conceptual Framework and state-adopted standards for teaching and learning. Classroom observations and one-on-one conversations reveal the content experience, philosophical orientations, and learning and teaching preferences of potential cooperating teachers. Upon gathering this information, the director of clinical work, in consultation with the STEP directors and clinical associates, makes the specific matches between teacher candidates and cooperating teachers. Furthermore, throughout the school year teachers and administrators at clinical sites have numerous opportunities—both formal and informal—to provide feedback on and suggestions for improving these partnerships.

STEP also seeks partnerships with organizations beyond Stanford University and the school districts with which we work. For example, STEP has been recognized for the quality of its candidates by the nomination of 42 (between 2010-2013) STEP candidates for the Lenore Annenberg Teaching Fellowship through the Woodrow Wilson National Fellowship Foundation (the Rhodes Scholarship for teaching. The Foundation has provided a $30,000 stipend for a one-year graduate education program to STEP applicants who had been offered admission to the program. Fellows commit to teach in a high-need secondary school for at least three years after graduating from STEP, during which time they receive intensive mentoring and support. Finally, over 25 teacher candidates and graduates of STEP in the STEM fields are Knowles Fellows. These partnerships enhance STEP’s offerings as they offer STEP candidates’ financial support, additional pedagogical resources, professional networks, and recognition of the importance teaching in the broader society. Heeding President Obama’s call, STEP is a partner in the 100Kin10 network, an association of organizations committed to preparing 100,000 STEP teachers in 10 years.

Partnerships address significant aspects of preliminary preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b)
these pedagogical preparation providers and at least one local education agency that sponsors an induction program for beginning teachers where program completers are likely to be hired.

a. STEP’s faculty and staff maintain close, productive relationships with local schools and districts. The position of Clinical Associate, designed specifically to be a liaison between STEP and its clinical partners, attests to the program’s commitment to these relationships. STEP’s relationship with our clinical partners allows us to not only support candidates during their placement but also to offer a wide range of career counseling resources to teacher candidates to support candidates’ transition into the profession. In the winter quarter the Director of Clinical Work conducts a series of workshops on résumé-writing, cover-letter writing, and interviewing techniques. The workshop on interviewing techniques is facilitated by Tom Avvakumovits, the Director of Human Relations at Fremont Unified School District, and provides unique access to a district’s perspective on the hiring process. The job search series concludes with an annual Mock Interview event in which administrators from STEP’s clinical partner schools are invited to interview candidates in a small-group format. These round-table interviews are conducted by content area and give candidates the opportunity to practice their interviewing skills and to get constructive feedback from administrators and peers. Clinical partners benefit in that they have the opportunity to see which candidates might meet their hiring needs for the upcoming year. The Mock Interviews are an important highlight in the STEP year as administrators from both STEP and our school site partners come together to prepare candidates for their entry into the profession. STEP administrators supplement the group workshops by providing individual advising to candidates who need further support writing résumés and cover letters, preparing for interviews, articulating career goals, and weighing job offers.

Throughout the winter and spring, many schools around California contact STEP to announce their job openings. STEP shares these announcements with the cohort and directs candidates towards positions that match their individual professional goals. In addition to learning about job openings directly from schools, STEP also hears from STEP alumni who recruit applicants for their schools from the current cohort. STEP also provides guidance to candidates in preparing for job fairs and other recruitment events, and points them towards resources at the Graduate School of Education’s EdCareers Office and the Stanford University Career Development Center.

Finally, the Director of Clinical Work is in continuous contact with support providers from The New Teacher Center and local districts to provide information and ongoing support of graduates placed in local schools.

In each partnership, As we noted in 2008, STEP continues to seek to establish collaborative partnerships that contribute substantially to the
**Standard 2: Communication and Collaboration**

Collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the preliminary preparation program and monitor its implementation on a continuing basis. These partnerships would include developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

**STEP** enjoys a unique collaboration with members of its Council of Partner Schools. Members of the Council represent nine schools and seven different districts, and range from small charters to large comprehensive high schools. These partner schools are characterized by their engagement in sustained efforts to support the intellectual, academic, and social achievement of all students. The Council meets in formal meetings quarterly and brings together representatives from STEP and from the partner schools to engage in joint work in attracting, developing, and retaining teachers, improving teaching and learning, and examining organizational structures. These meetings also allow STEP to share updates on the program, solicit feedback on the clinical experiences of candidates, and discuss how to strengthen fieldwork in the schools. One highlight of the Council’s work is the reciprocal visits by members to each other’s schools. These visits provide opportunities to learn about initiatives that partner schools have launched and to share ideas about common challenges.

The Council of Partner Schools is just one avenue for collaboration between STEP and its partners in the field. STEP seeks to work collaboratively with school partners to define and develop roles, relationships, and expectations relative to the preparation of teaching candidates in their clinical placements. Administrators and faculty at placement sites benefit from this relationship through resources provided by the university, such as professional development opportunities; consultations with faculty, and information about the most current scholarship, research, and policy initiatives. In addition, twice per year we invite cooperating teachers and administrators for a “Dine and Discuss” at Stanford. At that event, Stanford faculty share relevant research and our clinical site partners gain access to innovative scholarship and its implication for practice. Also, STEP directors and staff regularly visit the placement sites and engage in conversations with school administrators and faculty. Twice per year the director of clinical work and STEP’s clinical associates schedule lunchtime visits to placement sites, inviting all cooperating teachers to ask questions, give feedback, and share their experiences in supporting teacher candidates. Furthermore, based on feedback from partners, STEP has refined the process of selecting field placements. Working closely with school administrators, STEP takes into consideration the overall capacity of the site to support teacher candidates, as well as the potential of individual teachers to serve as cooperating teachers. Considerations related to the master schedule of the schools also become a part of the conversation between STEP and the field sites.

The Director of Clinical Work also participates in round-table meetings of the assistant superintendents and directors of curriculum in Santa Clara County. These quarterly meetings are sponsored by the Santa Clara County Office of Education and support collaboration between STEP and partner districts within the county. An awareness of issues related to school achievement, curriculum development, and teacher professional development within these partner districts informs STEP’s clinical experiences.

University supervisors create additional and sustained connections between STEP and the placement sites. Many university supervisors have developed close working relationships with cooperating teachers with whom they have interacted over the years. University supervisors get to know the schools and their students and often contribute their professional expertise through joint planning, supporting candidates and other novice teachers on site, or providing curricular resources. Throughout the year three-way meetings among the university supervisor, cooperating teacher, and teacher candidate provide the
opportunity to discuss candidates’ clinical experience and performance. The university supervisors often convey feedback from the field to the STEP directors and bring information from the university to the school sites. Over time, this feedback has influenced the program’s selection and advisement of candidates, as we gain more data points on how to support both candidates and their supervisors in the field.

There are a variety of other ways in which partners collaborate in developing program policies and reviewing program practices. STEP has consulted with both subject matter providers and school personnel in designing its recruitment efforts and in developing plans for advising and new curriculum initiatives. The design and redesign of STEP’s curriculum are regularly informed by feedback from graduates and employers, who offer insights about what is working and what needs to be improved. For example, several recent changes have been the result of feedback from cooperating teachers and school administrators. EDU244F: Classroom Leadership & Management was added to the fall quarter curriculum after cooperating teachers shared that candidates needed more support in this area than what had been provided in the previous summer course. Similarly, STEP’s close collaboration with Sunnyvale Unified School District began with a joint summer school program and has evolved into a productive partnership designed to strengthen teaching and learning throughout the district.

The STEP Steering Committee and the STEP Elementary Advisory Board provide professional guidance and recommendations on the design of STEP’s university-based and school-based curricula, as well as on general policies and practices. These boards include faculty and staff with teaching responsibilities in STEP whose scholarship and interests have contributed to the development of the knowledge base of teaching and teacher education.

Finally, as a member of the PACT (Performance Assessment for California Teachers) Consortium, STEP has partnered with PACT administrators and other PACT institutions to develop a teacher performance assessment. Stanford served as a pilot institution for the implementation of PACT, providing feedback about the PACT process, requirements, and rubrics to facilitate its implementation across PACT consortium institutions. STEP also contributes to the consortium’s research on the effectiveness of PACT in measuring beginning teacher performance by making available candidates’ scores and sample Teaching Events. Internally, STEP analyzes PACT scores to evaluate areas targeted for program improvement.

| Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners’ well-defined roles, responsibilities, and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation. | a. STEP has MOUs with the various districts with which we collaborate—see example. Also, each teacher candidate, along with her cooperating teacher and administrator in her school placement, signs a clinical contract (Multiple Subject/Single Subject). The clinical contract details the clearly defined roles and responsibilities of candidates, institutional supervisors, and supervisors in the fieldwork. Performance expectations are outlined in the observation instrument, a detailed rubric based on the California Standards for the Teaching Profession (CSTPs), which provides specific indicators of performance on each of the standards (and incorporates the Teaching Performance Expectations). The expectations for supervision are also outlined in the teacher candidate/cooperating teacher contract and the individualized integration plan. Cooperating teachers know, for example, that if a candidate encounters difficulties in teaching, they should contact the university supervisor, who will also involve the director for clinical work and the director as needed. The following table illustrates how and when each participant is informed of his or her roles and responsibilities. |
### Table 2.1

<table>
<thead>
<tr>
<th>Recipient of Document</th>
<th>Document(s)</th>
<th>Time of Delivery</th>
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<tbody>
<tr>
<td><strong>Candidate</strong></td>
<td>• STEP Handbook</td>
<td>• June</td>
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<tr>
<td></td>
<td>• Summer School Assessment of Field Placement Experience and Participation</td>
<td>• July</td>
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<tr>
<td></td>
<td>• Candidate/Cooperating Teacher Contract</td>
<td>• August/September</td>
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<td>• Integration Plan</td>
<td>• August</td>
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<td></td>
<td>• Advancement to Independent Student Teaching form</td>
<td>• Varies by candidate (usually Jan-June)</td>
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<tr>
<td></td>
<td>• PACT Handbook</td>
<td>• June</td>
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<td></td>
<td>• Quarterly Assessments</td>
<td>• Nov/March/May</td>
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<tr>
<td><strong>Summer School Cooperating Teacher</strong></td>
<td>• Summer School Handbook</td>
<td>• June</td>
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<tr>
<td></td>
<td>• Summer School Assessment of Field Placement Experience and Participation</td>
<td>• July</td>
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<tr>
<td><strong>Cooperating Teacher</strong></td>
<td>• STEP Handbook</td>
<td>• August</td>
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<td></td>
<td>• Candidate/Cooperating Teacher Contract</td>
<td>• August/September</td>
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<td>• Integration Plan</td>
<td>• August</td>
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<td></td>
<td>• Advancement to Independent Student Teaching form</td>
<td>• Varies by candidate (usually Jan-June)</td>
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<tr>
<td></td>
<td>• Quarterly Assessments</td>
<td>• Nov/March/May</td>
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<tr>
<td><strong>School Site Administrator</strong></td>
<td>• District Agreement, including TC/CT Contract</td>
<td>• September</td>
</tr>
<tr>
<td><strong>Supervisor</strong></td>
<td>• Supervisor Contract</td>
<td>• August/September</td>
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<td></td>
<td>• STEP Handbook</td>
<td>• August</td>
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<tr>
<td></td>
<td>• Observation Forms</td>
<td>• As Needed</td>
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<td></td>
<td>• Advancement to Independent Student Teaching form</td>
<td>• Varies by candidate (usually Jan-June)</td>
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<td></td>
<td>• Quarterly Assessments</td>
<td>• Nov/March/May</td>
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### Standard 2: Communication and Collaboration

**Furthermore,** in quarterly meetings this triad (the candidate, the university supervisor, and the cooperating teacher meets to clarify, elaborate upon, and strengthen their relationship. These partners also review and continually redefine (both formally and informally) their roles, responsibilities and relationship throughout the year of placement.

**b.** Through STEP staff and faculty, the program is in constant communication with the clinical sites and continually seeks advice and reevaluates the candidates’ needs. STEP and the clinical partners work closely to determine which partner provides what resources (financial resources, human resources, etc.), and these terms are clearly defined in the MOUs.

STEP assumes a significant portion of the cost to not only support the program but to also facilitate these ongoing partnerships. For example, 2-3 times per year we invite cooperating teachers and administrators for a “Dine and Discuss” at Stanford. At that event, Stanford faculty share relevant research and our clinical site partners gain access to innovative scholarship and its implication for practice. Furthermore, cooperating teachers receive $1000/year for their contribution and service to STEP, as a token of our appreciation.

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**The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers’ bargaining agents.**

In addition to collaborating with school sites to design clinical experiences, STEP also seeks input from the field in designing professional development experiences for cooperating teachers and STEP alumni. For example, STEP has plans to strengthen its professional development curriculum for university supervisors through a partnership with the New Teacher Center (NTC). Additionally, STEP is a partner in the San Francisco Teacher Residency Program with the University of San Francisco, the San Francisco Unified School District, and the San Francisco teachers’ association. This is a special collaboration, as the goal of this partnership is to prepare highly qualified math and science teachers for San Francisco’s hard-to-staff schools. This collaboration provides STEP candidates with another arena in which they may apply learned theories and research to a California classroom setting, and the partnership allows the program to collaborate with practitioners in the field.

University supervisors also play an important role in STEP’s field experience, as they support the relationship between each teacher candidate and cooperating teacher, mentor the teacher candidate during entry into the profession, and assess the candidate’s progress in classroom teaching. To that end, university supervisors benefit from professional development designed to support their multi-faceted role. STEP will draw on the NTC curriculum to refine the supervisor’s role in conducting classroom observations, mentoring beginning teachers, and facilitating a productive relationship between teacher candidate and cooperating teacher.

Also, as described above, STEP also seeks partnerships with organizations beyond Stanford University and the school districts with which we work. For example, STEP has been recognized for the quality of its candidates by the nomination of 42 (between 2010-2013) STEP candidates for the Lenore Annenberg Teaching Fellowship through the Woodrow Wilson National Fellowship Foundation (the Rhodes Scholarship for teaching. The Foundation has provided a $30,000 stipend for a one-year graduate education program to STEP applicants who had been offered admission to the program. Fellows commit to teach in a high-need secondary school for at least three years after graduating from STEP, during which time they receive intensive mentoring and support. Finally, over 25 teacher candidates and graduates of STEP in the STEM fields are Knowles Fellows. These partnerships enhance STEP’s offerings as they offer STEP candidates’ financial support, additional pedagogical resources, professional networks, and recognition of the importance teaching in the broader society. Heeding President Obama’s call, STEP is a partner in the 100Kin10 network, an association of organizations committed to preparing 100,000 STEP
<table>
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<th>Standard 2: Communication and Collaboration</th>
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<td>teachers in 10 years.</td>
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Finally, upon starting STEP, all candidates become members of the [Student California Teachers Association](https://www.cta.org) (SCTA). Membership in SCTA provides a number of benefits to teacher candidates, including representation at the state and federal level, and statewide and national newsletters discussing education issues from the perspective of educators working under collective bargaining agreements. The majority of STEP teacher candidates work with cooperating teachers who belong to a collective bargaining unit and can answer the candidate’s questions about the role that this association plays in a teacher’s professional life.
<table>
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<tr>
<th>Standard 3: Foundational Educational Ideas and Research</th>
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<tr>
<td>Through planned prerequisites and/or professional preparation, candidates learn major concepts, principles, theories and research related to: (a) child and adolescent development (cognitive, linguistic, social, emotional, and physical); (b) human learning; and (c) social, cultural, philosophical, and historical foundations of education.</td>
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| a. & b. Single Subject candidates complete EDUC240: Adolescent Development and Learning. This course focuses on principles of adolescent development and learning in family, school, and community contexts. Candidates examine adolescents from biological, psychological, cognitive, and social perspectives. The course helps candidates consider how school, community, and broader culture influence adolescent development, how adolescents learn and what motivates them to learn, and how schools and teachers can contribute to that growth by teaching in ways that respond to the developmental and cultural needs of youth. As a final project (assignment/rubric) candidates use the theory and research learned in the course to conduct a thorough case study of an adolescent from their field placement site. Throughout the quarter candidates complete weekly logs that help them connect course readings to a particular aspect of the case study student’s learning and development. |

| Multiple Subject candidates complete EDUC283: Child Development in and Beyond Schools, which provides an introduction to schools as a context for development during early and middle childhood. The course addresses aspects of the development of memory and cognitive processes, as well as the concept of school adjustment, and how the compatibility of practices from different developmental contexts (e.g. home and school) influences children’s transition into early schooling. It also focuses on children’s social-emotional development, examining their understanding of self, their social relationships with peers, family and teachers as contexts for development, as well as their developing identities as learners and motivation for school learning. Candidates demonstrate their ability to apply the key concepts of the course in a classroom context through three written observations and analyses from their placements, as well as a summative assignment in which candidates create developmentally appropriate lesson plans for their students. |

| Issues of how people learn across the lifespan are also addressed in the curriculum and instruction (C&I) sequence and in EDUC284: Teaching and Learning in Heterogeneous Classrooms. C&I, for example, is a three-quarter, nine-month sequence of courses in five subject areas for STEP Secondary candidates: EDUC262A, B, and C: Curriculum and Instruction in English; EDUC268A, B, and C: Curriculum and Instruction in History-Social Science; EDUC263A, B, and C: Curriculum and Instruction in Mathematics; EDUC267A, B, and C: Curriculum and Instruction in Science; and EDUC264A, B, and C: Curriculum and Instruction in World Languages (see syllabi). Multiple Subject candidates have two three-quarter curriculum and instruction sequences in EDUC228E, F, and G: Becoming Literate in School and EDUC263E, F, and G: Quantitative Reasoning and Mathematics, as well two quarters of science in EDUC267E and F: Development of Scientific Reasoning and Knowledge I & II, and one quarter of EDUC228H: Literacy, History, and Social Science (see syllabi). Health and physical education are addressed as a component of the four course series, EDUC246E-H: Elementary Teaching Seminar (see syllabi). In these courses candidates study learning and teaching strategies that are built on educational research and psychological theories of human learning. |

| c. All candidates complete EDUC299: Educating for Equity and Democracy. In this course they examine the historical, political, and economic forces that influence American schools and the experiences of P-12 students. In addition to exploring issues of equity during their regular discussion meetings, candidates also write reflective reading responses and develop a personal dictionary of terms to show how they are working to redefine their views of children and adolescents, schools and communities, learning, and intelligence. Candidates develop additional knowledge about foundational issues in the field throughout the STEP curriculum. Specifically, examinations of social, historical, and cultural foundations occur in EDUC240: Adolescent Development and Learning, EDUC284: Teaching and Learning in Heterogeneous Classrooms (STEP Secondary), EDUC388A: Language Policies and Practices, and |
| The program provides opportunities for candidates to examine how selected concepts and principles are represented in contemporary educational policies and practices in California schools. | Because candidates are in placements in local California schools throughout the summer and the academic year, candidates are continuously making connections between what they have read in class and what they do and observe in schools. The Elementary and Secondary teaching seminars in particular make strong connections between content of courses and practices in the local Bay Area schools in which candidates have been placed. In addition, the relationship between the applicability of course readings and assignments to classroom settings are at the forefront of conversations in classes, supervisory meeting, and meetings with peers. Finally, as mentioned earlier, STEP is a partner in the San Francisco Teacher Residency Program with the University of San Francisco and the San Francisco Unified School District. This is a special collaboration, and the goal of this partnership is to prepare highly qualified math and science teachers for San Francisco’s hard-to-staff schools. This collaboration provides STEP candidates with another arena in which they may apply learned theories to a California classroom setting. |
## Standard 4: Relationships Between Theory and Practice

The teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between foundational issues, theories, and professional practice related to teaching and learning.

The Stanford Teacher Education Program (STEP) Conceptual Framework emphasizes strong connections between theory and practice. STEP’s course of study and clinical experiences illustrate a commitment to a broad range of foundational issues and theories and their relationship to professional practices in schools and classrooms.

Both STEP Secondary and Elementary use five curricular strands to organize their focus on theory and practice throughout the program:

1. Social and Psychological Foundations
2. Language and Literacy
3. Curriculum and Instruction
4. Pedagogical Strategies
5. Practicum and Student Teaching

(See also the [STEP Secondary Curriculum](https://example.com) and [STEP Elementary Curriculum](https://example.com)).

As outlined in the curriculum sequence, the program courses are carefully orchestrated and sequenced to provide coherent and recurring opportunities for candidates to learn about and reflect upon the connection of relevant theoretical foundations to the practice of teaching.

In addition, the following major program requirements highlight the deep connection between theory and practice for STEP candidates:

### Connections between coursework and fieldwork

All STEP courses have elements that link research-based coursework to the field experiences of candidates. For example, each of the subject-specific curriculum and instruction courses in STEP Secondary requires the development of a unit plan in which candidates begin with an essential question and rationale from their discipline, select standards-aligned learning targets, and design specific lessons, assessments, and teaching strategies. Candidates also develop, use, and analyze assessments in EDUC240: Adolescent Development and Learning, EDUC388A: Language Policies and Practices, and EDUC246C: Secondary Teaching Seminar. In addition, candidates write about an adolescent as a literate individual in EDUC289: The Centrality of Literacies in Teaching and Learning. In EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject), they describe a student who has special needs.

All STEP Elementary courses have elements that link research-based coursework to the field experiences of candidates. For example, in each of the core curriculum and instruction courses (EDUC228E, F, and G: Becoming Literate in School and EDUC263E, F, and G: Quantitative Reasoning and Mathematics) candidates plan, develop, implement, assess, and reflect on individual lessons or units of instruction. Bilingual (Spanish) authorization candidates have an additional course, EDUC264E: Métodos y Materiales en los Salones Bilingües where they develop curriculum and lessons in both English and Spanish. In designing and implementing these curricular projects, candidates coordinate their instruction with their cooperating teachers in the field placements. In the course EDUC283: Child Development in and Beyond Schools candidates are required to design and annotate...
### Standard 4: Relationships Between Theory and Practice

Lesson plans that specifically draw upon and link relevant research and theories from the class to their instructional plans and learning activities in the classroom. Through these and other courses, candidates regularly connect and apply the concepts, research, and theories from their courses to their instructional practice in the classroom. In this way, candidates learn to connect theory and practice in enhancing their own teaching.

**Observations**

Candidates complete nine formal observation cycles with their university supervisors and receive ongoing feedback based on observations by their cooperating teachers. These observations inform three quarterly assessments of candidates by the cooperating teacher and university supervisor. Aligned with the California Standards for the Teaching Profession, the rubric for these observations requires candidates to reflect on how the theories they are learning in their coursework shape their practice and how their practical experiences shape the knowledge and understandings that inform their teaching.

**Graduation Portfolios**

Candidates also construct graduation portfolios (see *STEP Graduation Portfolio – Multiple Subject/ Single Subject*). The PACT Teaching Event, included in the portfolio, provides substantial evidence of the candidate’s preparation for classroom teaching. This summative assessment includes tasks that facilitate candidates’ examination of their practice in relation to relevant research and theory. Additional entries of the portfolio represent key courses and areas of study, along with more integrated investigations of teaching. In the process of constructing their portfolio, candidates consider evidence of student learning, reinforcing a teaching stance that is always concerned with responsiveness to student needs rather than teaching as the mere implementation of routine. The portfolio includes key assignments from across the program, such as the curriculum unit, key literacy and mathematics assignments, case studies, the classroom management plan, and reflections on the university supervisor’s observations. These assignments require students to draw upon research and theory as the basis for developing plans and interpreting observations or events they are analyzing. In a summary reflection in the portfolio, candidates explain how the various artifacts of teaching included in the portfolio reflect the Teaching Performance Expectations and the California Standards for the Teaching Profession and assess how their practice has developed in each of the domains (see Summary Reflections in the *STEP Graduation Portfolio – Multiple Subject/ Single Subject*).

| In coursework, classroom observations, and supervised fieldwork candidates examine research-based theories and their relationships to (a) principles of human learning and development; (b) pedagogical strategies and options; (c) curriculum, instruction, and a. EDUC240: Adolescent Development and Learning is a required course for all secondary candidates and includes extensive reading, consideration, and discussion of the principles of human development and learning. Teacher candidates complete a major case study of an adolescent that focuses on understanding him or her through a developmental-contextual perspective, using the research and theory discussed in the course. Similarly, EDUC283: Child Development in and Beyond Learning is a required course for Multiple Subject candidates, which also incorporates theories of development and learning as they inform curriculum development, classroom management, assessment, teaching of English language learners, and other topics. The main goal is to advance candidates’ understanding of child development in families and schools and to explore the learning opportunities that classrooms and other contexts provide. The course highlights the social-cultural and interactional nature of development and its consequences for learning and schooling. |
### Standard 4: Relationships Between Theory and Practice

<table>
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<tr>
<th>assessment; and (d) student accomplishments, attitudes, and conduct.</th>
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<tr>
<td>Over the course of the year, STEP fosters a strong understanding of the nature of human development and learning, and helps candidates connect those understandings to student behaviors and attitudes, as well as to school policies and teaching practices. Cross-cultural aspects of child development are highlighted throughout the STEP coursework. Also, EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject), which all candidates take, focuses on the developmental variations among children and their implications for teaching and learning.</td>
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<tr>
<td>b. A survey of course syllabi reveals a rich diversity of instructional methods modeled for candidates to support their progress toward meeting professional standards. Instructors explain, illustrate, and demonstrate a variety of teaching strategies and approaches as candidates learn about them, see them in action, and begin to use them appropriately. In addition, candidates explore theoretical underpinnings of instructional models, as well as empirical research on these models. Candidates learn to select and apply models based on their instructional goals and on the readiness and needs of their students. These approaches include conducting whole-class and small group discussions; designing labs and engaging in open-ended inquiry; guiding students in long-term projects and organizing productive small group instruction. For example, both EDUC246A and B: Secondary Teaching Seminar in the summer and fall quarters and EDUC284: Teaching and Learning in Heterogeneous Classrooms in fall quarter, stress the importance of making goals of instruction and characteristics of learning tasks compatible with the ways in which the Single Subject classroom is structured. In EDUC246E: Elementary Teaching Seminar in summer quarter, Multiple Subject candidates focus on a range of models and theories for classroom instruction and organization and discuss the value, relevance, and strengths of different approaches. In the curriculum and instruction course series EDUC228E-G: Becoming Literate in School (see syllabi), Multiple Subject candidates learn a wide range of instructional approaches for developing student literacy.</td>
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<tr>
<td>c. All STEP courses are grounded in theory, research, and basic educational principles essential to effective practice. For example, the purpose of the subject-specific curriculum and instruction course sequences is to examine the theories of instruction and educational practices for each content area at the appropriate developmental level. Faculty who teach the curriculum and instruction sequences coordinate their courses when possible. Furthermore, in their quarterly assessments of candidates’ clinical practice, cooperating teachers and university supervisors assess candidates’ ability to understand and organize subject matter for student learning, plan, and design learning experiences for all students, and assess student learning (see Quarterly Assessment, Program Standards 3, 4, and 5).</td>
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<tr>
<td>Candidates address more general topics related to planning and assessment in EDUC246C and G: Secondary Teaching Seminar and Elementary Teaching Seminar. They learn about formative and summative assessments, standardized tests, performance assessments, rubrics, and various authentic assessments. They analyze, critique, and design assessment tools that serve to diagnose students’ prior knowledge, check for understanding, and tap into students’ habits of mind. During the course of the year, candidates grapple with issues of assessment (e.g., the relationship between grading and student motivation or the tension between individual accountability and the evaluation of group products during group work). Additionally, the assessment of students who are English language learners is addressed in EDUC388A: Language Policies and Practices, and for the bilingual authorization candidates, in EDUC264E: Métodos y Materiales en los Salones Bilingües, though the needs of diverse learners are a focus throughout the curriculum.</td>
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The educational principles that undergird how candidates provide ongoing, sound feedback to students, how candidates help students self-assess using criteria and standards, and how candidates plan assessments for their classrooms are perennial topics in classroom discussions, in the small supervisory groups led by the university supervisors, and in conversations with cooperating teachers. The winter quarter of EDUC246C and G: Secondary Teaching Seminar and Elementary Teaching Seminar focuses primarily on student assessment, with emphasis on diagnostic and formative strategies, as well as summative assessments. Candidates learn to make curricular and instructional choices based on principles of effective teaching and attention to student learning.

Evidence for this focus on student learning is demonstrated in, among other places, the curriculum and instruction unit plans and in the Student Learning Commentary of the PACT Teaching Event, two central artifacts of teaching included in the graduation portfolios. The unit plan, which is the culmination of the candidates' work in their respective curriculum and instruction courses, includes a detailed assessment plan. This plan reveals what the candidate hopes to assess, describes what assessment will occur during the course of the curriculum unit, and provides a rationale for this plan. The candidates describe the assessment tools (formative and summative) used to evaluate student understanding and performance. The assessment plan also shows how assessment results will be used to make future instructional and curricular choices.

d. Both STEP Secondary and Elementary candidates take classroom management and leadership courses on how to support and provide conditions for students to exhibit appropriate conduct and on approaches to managing classroom behavior. In the courses, candidates examine relevant research on student accomplishments, attitudes, and conduct.

As with other aspects of STEP’s curriculum, EDUC244 and 244E-F: Classroom Management and Leadership and Elementary Classroom Leadership and Management show the close and vibrant connection between scholarship/research reflected in the university-based curriculum on the one hand, and the clinical experiences of candidates reflected in the school-based curriculum on the other. Through the courses, teacher candidates have the opportunity to delve into various theories and practices of classroom management to understand the connections between the classroom environment, curriculum and specific strategies to manage student behavior, including student behavior that might be challenging and disruptive. Teacher candidates develop an understanding of the complex relationship between their identity and their interactions with the students. Reflecting on specific strategies, teacher candidates recognize that leading students and managing their behavior is a highly consequential process that cannot and should not be reduced to a simplistic list of techniques. Throughout the courses, the teacher candidates strive to understand and practice how to create and sustain a productive and collegial community of learners in their classrooms and among themselves. Considerations of equity and how male and female students of diverse racial, cultural, linguistic, and economic backgrounds may experience the conditions teachers create for teaching and learning are paramount. Readings are selected from a variety of sources reflecting diverse theoretical perspectives and include different strategies and techniques of classroom management. Assignments include weekly logs emphasizing the connections between the readings, discussions, and events in the placement classrooms.

STEP teacher candidates are in clinical placements throughout their year of preparation. Starting in the summer quarter, they work with a cooperating teacher and with other STEP teacher candidates in a four-week intensive joint university/ district summer school. Candidates are in field placements from the first to the last day of the academic year. As such, they have ample
### Standard 4: Relationships Between Theory and Practice

- **opportunities to learn and practice classroom management strategies and connect this practice to their coursework. Furthermore, weekly meetings of three to four teacher candidates with a university supervisor who is an experienced teacher in the subject for which the candidates prepare provide extensive opportunities for candidates to discuss practice-related issues. Classroom management and working with struggling students are probably the topics most frequently discussed and elaborated on during these supervisory meetings.**

Finally, STEP teacher candidates are formally assessed on their growth and development in managing the classrooms in which they student-teach in light of the California Standards for the Teaching Profession (CSTPs). University supervisors conduct nine formal and usually many more informal observations of teacher candidates performance in their field placements. In one-on-one meetings following the formal observations the university supervisor provides extensive formative feedback on the teacher candidate's performance including classroom management and responding to challenging student behavior. Three times during the academic year, cooperating teachers and university supervisor rate the teacher candidates on a progression of four levels of performance described in the CSTPs. One of the standards refers specifically to what teachers need to know and be able to do to create and maintain effective environments for student learning. Among other important points and referring to what teachers need to do, this standard emphasizes promoting social development and responsibility where each student is treated fairly and respectfully, creating a rigorous learning environment with high expectations and appropriate support for all students, develop, communicate, and maintain high standards for individual and group behavior.

A passing score on the summative performance assessment administered in STEP according to the requirements of the State of California, the PACT Teaching Event, also demonstrates teacher candidates' ability to manage the classroom. A 20-minute video of the implementation of a learning segment is assessed by trained scorers and evaluated on various aspects of instruction, including classroom management.

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<p>| Working collaboratively, course instructors, program field supervisors, and district support personnel explain and illustrate a variety of models of teaching and the application of these models contextually. They instruct and coach candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices and how these theories and | As mentioned above, a survey of course syllabi reveals a rich diversity of instructional methods modeled for candidates to support their progress toward meeting professional standards. Instructors explain, illustrate, and demonstrate a variety of teaching strategies and approaches so candidates learn about them, see them in action, and begin to use them appropriately. In addition, candidates explore theoretical underpinnings of instructional models, as well as empirical research on these models, in order to fully understand the applications and consequences of these pedagogical theories in schools. Candidates learn to select and apply models based on their instructional goals and on the readiness and needs of their students. These approaches include conducting whole-class and small group discussions; designing labs and engaging in open-ended inquiry; guiding students in long-term projects and organizing productive small group instruction. For example, both EDUC246A and B: Secondary Teaching Seminar in the summer and fall quarters and EDUC284: Teaching and Learning in Heterogeneous Classrooms in fall quarter, stress the importance of making goals of instruction and characteristics of learning tasks compatible with the ways in which the Single Subject classroom is structured. In EDUC246E: Elementary Teaching Seminar in summer quarter, Multiple Subject candidates focus on a range of models and theories for classroom instruction and organization and discuss the value, relevance and strengths of different approaches. In the curriculum and instruction course series EDUC228E-G: Becoming Literate in School (see syllabi), Multiple Subject candidates learn a wide range of instructional approaches for developing student literacy. |</p>
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<th>Standard 4: Relationships Between Theory and Practice</th>
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<td>practices inform school policies and practices.</td>
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<td>work in a four-week summer school setting that offers them immediate access to and opportunities to observe students, teachers and classrooms; a place to try out ideas from their university coursework; and opportunities to interact with students who represent a variety of ages, grades, and backgrounds. The summer school program is jointly designed by Sunnyvale School District and STEP. Multiple Subject candidates complete their summer placements at Bishop Elementary School, and Single Subject candidates at Columbia Middle School. During this placement and in their yearlong placements, candidates work with cooperating teachers who have been selected by STEP, in part, for their strong commitment and willingness to mentor teacher candidates. Cooperating teachers demonstrate instructional techniques, apply theories candidates have learned, and model how to choose pedagogical practices in the classroom. Meanwhile STEP supervisors, in weekly supervisory meetings, provide a space in which candidates are able to reflect on the applicability of theories learned in the STEP classroom, as well as how they may improve pedagogical practices.</td>
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Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession

The preparation program ensures that each candidate explores a variety of perspectives and begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. Candidates study different perspectives on teaching and learning, and explore alternative concepts of education.

STEP seeks to prepare teachers who can create equitable classrooms and schools in which all learners meet high intellectual, academic, and social standards (see STEP Mission Statement). Therefore, the program aims to cultivate candidates’ professional commitment to the learning and growth of all students. In creating equitable classrooms, candidates organize the learning environment so that all students participate actively as they engage with intellectually challenging curricula. Candidates treat students fairly and equitably. Students interact with equal status, and their voices are heard by peers and by the teacher. An ethic of care pervades an equitable classroom; students serve as academic, linguistic, and social resources for each another and are accountable to each other as members of a classroom community. Candidates also develop a professional stance toward inquiry by learning to reflect on their own practice and to question existing school and societal structures that promote inequity.

STEP's explicit focus on the profession of teaching is evident throughout the program year. Beginning with the STEP Orientation, candidates grapple with issues related to various ideas about teaching as a profession and their professional responsibilities in creating equitable classrooms. Furthermore, during the STEP year candidates have many opportunities to develop and demonstrate their professional perspectives in both coursework and fieldwork. Candidates learn how to assess student learning, set appropriately rigorous learning goals, and provide multiple ways for students to reach those goals. Therefore, assessments of the candidate’s pedagogical content knowledge, as well as their analyses of student learning, provide evidence of their professional commitment with regard to what students are capable of learning and doing. Assignments for courses like the subject-specific curriculum and instruction courses (for both STEP Secondary and Elementary), EDUC299: Educating for Equity and Democracy, EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi), EDUC284: Teaching and Learning in Heterogeneous Classrooms, and, EDUC244 and 244E-F: Classroom Management and Leadership and Elementary Classroom Leadership and Management provide additional evidence of candidates’ knowledge and understandings about students, learning, and the teaching profession.

During the process of matching candidates to their field placements, they often express preferences for schools with traditionally underserved populations or schools undergoing significant reform efforts in support of educational equity. Because candidates complete their clinical placement in settings where they work with diverse student populations, they have many opportunities to enact their commitment to equity and fairness. In the written reflections that candidates complete as part of formal observation cycles throughout the year, they often wrestle with issues of equity and their efforts to meet the needs of all students. Furthermore, STEP requires candidates to collect video from the field placement as they complete course assignments, supervisory observations, and the PACT Teaching Event. This video footage provides additional evidence of the ways that candidates’ dispositions are demonstrated in their interactions with students.

Additionally, candidates engage in analysis and reflection on teaching and learning, as well as on pedagogy specifically, throughout the program, and these practices are modeled frequently by course faculty and cooperating teachers. Evidence of how STEP prepares candidates to select and use materials, plan presentations, design activities, and monitor student learning—such that instructional materials, goals, and strategies demonstrate an awareness of the needs and strengths of every student—can be found in the syllabi for multiple courses, including the subject-specific curriculum and instruction courses, EDUC388A: Language Policies and Practices, EDUC388F: Introduction to Academic Language, EDUC264E: Métodos y Materiales en los Salones Bilingües, EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi), EDUC285: Supporting Students with
<table>
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<th>The program provides opportunities for candidates to examine research on relationships between (a) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (b) teacher expectations and student needs.</th>
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<td>As mentioned above, all candidates complete EDUC299: Educating for Equity and Democracy. In this course candidates examine the historical, political, and economic forces that influence American schools and the experiences of P-12 students. In addition to exploring issues of equity during their regular discussion meetings, candidates also write reflective reading responses and develop a personal dictionary of terms to show how they are working to redefine their views of children and adolescents, schools and communities, learning, and intelligence. Indeed, in this course candidates go beyond a theoretical examination of beliefs and begin to systematically examine and reexamine their own attitudes.</td>
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<td>In EDUC240: Adolescent Development and Learning (Single Subject candidates) and EDUC246F: Elementary Teaching Seminar (Multiple Subject candidates), candidates further explore meaningful and integrated ways to include students’ cultural values and traditions into the classroom culture and into their lessons. This standard is also addressed explicitly in EDUC284: Teaching and Learning in Heterogeneous Classrooms under sessions devoted to “Status problems and status treatments: The multiple ability treatment and assigning competence,” “Conditions for developing academic language in linguistically heterogeneous classrooms,” and “How do we know what they know?” The course opens with a focus on...</td>
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<td>Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession</td>
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<td>The program educates candidates on laws pertaining to health, safety, protection, access and educational equity for all students.</td>
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<td>Furthermore, all STEP courses hold a strengths-based, rather than deficit, view of all learners. Therefore, in classes ranging from EDUC388A: Language Policies and Practices, EDUC284: Teaching and Learning in Heterogeneous Classrooms, to EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi), to EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject) candidates are taught specific pedagogical practices to both respect the specific needs and yet hold high expectations for each learner. Furthermore, as part of their summative PACT Teaching Event candidates are asked to describe their students’ home and community cultures. Thus, candidates must think about the contexts and backgrounds with which students arrive at school, as well as how they as educators can best leverage and incorporate those cultures and contexts in the classroom.</td>
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<td>Finally, candidates have opportunities to learn about laws and policies regarding educational equity and access for students. In EDUC388A: Language Policies and Practices, they examine the legal background and ramifications of various language policies and the differential learning and achievement outcomes of students who are English language learners. Candidates also complete EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject), where they learn about the legal requirements for identifying and referring students with special needs, providing appropriate accommodations, and assessing student work. Finally in EDUC246B and F: Secondary Teaching Seminar and Elementary Teaching Seminar candidates also research resources and policies related to mandatory reporting, bullying and harassment at their school/district placement sites.</td>
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<td>Rather than teaching about race or ethnicity in ways that stereotype individuals as representatives of groups, STEP courses include readings about language, culture and socio-economic background in the context of classrooms, schools and communities. Candidates complete assignments and engage in discussions that help them confront their own biases, acknowledge different perspectives, and reframe their understanding of diversity and equity. Indeed, STEP’s emphasis on learning to teach for social justice and to create equitable classrooms permeates its curriculum but receives focused attention in courses like EDUC299: Educating for Equity and Democracy, EDUC284: Teaching and Learning in Heterogeneous Classrooms, EDUC244 and 244E and F: Classroom Management and Leadership and Elementary Classroom Leadership and Management, and EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi) where candidates examine the social systems of society, school, and classrooms with the purpose of identifying pedagogical interventions that counteract educational inequities.</td>
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Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession

individuals.

of equity during their regular discussion meetings, candidates also write reflective reading responses and develop a personal dictionary of terms to show how they are working to redefine their views of children and adolescents, schools and communities, learning, and intelligence. Indeed, in this course candidates go beyond a theoretical examination of beliefs and begin to systematically examine and reexamine their own attitudes and expectations of all learners.

The impact of students’ historical and cultural traditions is also covered in the required courses EDUC240: Adolescent Development and Learning (Single Subject candidates) and EDUC246F: Elementary Teaching Seminar (Multiple Subject candidates). In these courses candidates also explore meaningful and integrated ways to include students’ cultural values and traditions into the classroom culture and into their lessons. Also, EDUC388A: Language Policies and Practices, EDUC388F: Introduction to Academic Language and EDUC264E: Métodos y Materiales en los Salones Bilingües dedicate classes to the factors-cognitive, pedagogical, cultural and individual—that impact students’ first and second language acquisition. Additionally in the course for Multiple Subject candidates, EDUC283: Child Development in and Beyond Schools, candidates explore schools as a context for development during early and middle childhood, and have opportunities to address the impact of developmental, biological, and socio-cultural factors on language acquisition and processing. The course focuses on children’s social-emotional development, examining their understanding of self, their social relationships with peers, family and teachers as contexts for development, as well as their developing identities as learners and motivation for school learning. Candidates demonstrate their ability to apply the key concepts of the course in a classroom context through three written observations and analyses from their placements, as well as a summative assignment in which candidates create developmentally appropriate lesson plans for their students. In these courses, along with EDUC284: Teaching and Learning in Heterogeneous Classrooms and EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi), candidates explore how their behaviors and words (e.g., types of questions candidates ask students or the types of feedback they give students) may be interpreted differently by various groups of students and how those behaviors may impact student learning outcomes.

The topic of historical and cultural traditions of major cultural and ethnic groups is specifically covered in the required courses: EDUC240: Adolescent Development and Learning (Single Subject candidates) and EDUC246F: Elementary Teaching Seminar (Multiple Subject candidates). In these courses candidates also explore meaningful and integrated ways to include students’ cultural values and traditions into the classroom culture and into their lessons. Furthermore, all candidates complete EDUC299: Educating for Equity and Democracy. In this course candidates examine the historical, political, and economic forces that influence American schools and the experiences of P-12 students. In addition to exploring issues of equity during their regular discussion meetings, candidates also write reflective reading responses and develop a personal dictionary of terms to show how they are working to redefine their views of children and adolescents, schools and communities, learning, and intelligence.

The program provides opportunities for each candidate to promote

Throughout the STEP year candidates have numerous opportunities to learn about and to demonstrate their understanding of the professional responsibilities of the teacher to support the personal, social, and emotional growth of all students. The conditions for students’ personal, social and emotional growth are considered in courses where candidates write case studies of children or
Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession

student academic progress equitably and conscientiously, and fosters the intellectual, social, and personal development of all children and adolescents, while emphasizing the teacher’s unique role in advancing each student’s academic achievements and advocating for students. Through formal instruction, coaching, and supervision, candidates assume the responsibility to maximize each learner’s achievements by building on students’ prior instruction and experience.

adolescents (e.g., EDUC240: Adolescent Development and Learning, EDUC228E: Becoming Literate in School I, EDUC263E: Quantitative Reasoning and Mathematics I, EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject). Also, candidates learn how to assess student learning, set appropriately rigorous learning goals, and provide multiple ways for students to reach those goals. Therefore, assessments of the candidate’s pedagogical content knowledge, as well as their analyses of student learning, provide evidence of their professional commitment with regard to what students are capable of learning and doing. Assignments for courses like the subject-specific curriculum and instruction courses (for both STEP Secondary and Elementary), EDUC299: Educating for Equity and Democracy, EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi), EDUC284: Teaching and Learning in Heterogeneous Classrooms, and EDUC244 and 244E-F: Classroom Management and Leadership and Elementary Classroom Leadership and Management provide additional evidence of candidates’ knowledge and understandings about students, learning, and the teaching profession.

At their clinical sites, candidates consider why and how to take into account their students’ prior knowledge, experiences, abilities and interests as they develop plans for increasingly longer and complex learning segments, carry out those plans, and reflect upon the outcomes. Candidates are supported in this work by their instructors for the subject-specific curriculum and instruction courses and by their cooperating teachers and university supervisors in the field placements.

Through their clinical work and coursework, candidates develop a repertoire of ways to assess student learning and build on students’ prior instruction and experience. For example, in EDUC289: The Centrality of Literacies for Teaching and Learning single subject candidates consider, and then practice in their own classrooms, what vocabulary they should front-load versus what vocabulary can be understood in context given the language proficiencies and prior schooling of their students. Furthermore, the lesson plans and instructional sequences that candidates design in the content-specific curriculum and instruction courses provide evidence of candidates understanding student learning and how they might assess that learning in a variety of ways within that content area. Candidates receive feedback on these assignments from a combination of instructors, peers, supervisors and cooperating teachers. These discipline-specific curriculum and instruction courses (see syllabi) also explore meaningful ways to include students’ cultures and traditions into the classroom. For example, History-Social Science candidates consider cultural narratives and traditional tales about historical events as a source of historical information for many students. Candidates examine how to use such culturally based stories, and students’ knowledge from these stories, as a complement to primary and secondary historical sources.

Candidates also develop an understanding of the unique role of the teacher in advancing each student’s academic achievements. Over the course of the STEP year, candidates develop a strong sense of efficacy regarding their contributions to the learning of their students that they carry with them into their first years of teaching. STEP uses annual exit surveys and occasional alumni surveys to gather data about candidates’ and graduates’ sense of efficacy, commitment to all students, and orientation toward equitable schools and classrooms. Data from both exit surveys and alumni surveys are quite favorable on these counts.

Our most recent alumni survey (2012) focused on professional pathways. Results indicated that 75% of survey respondents, all of whom graduated between 2002 and 2011, are employed as classroom teachers, and an additional 13% serve other roles within the field of education. 85% of alumni who are teaching work in public schools (including public charter schools), and over half of these respondents (58%) teach in Title I schools. Additionally, 95% of respondents serve in leadership roles, ranging from sports coach to
### Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession

The program provides opportunities for candidates to learn the importance of challenging students to set and meet high academic expectations for themselves. They learn to use multiple sources of information, including qualitative and quantitative data, to assess students’ existing knowledge and abilities, and to establish ambitious learning goals for students.

As discussed above, STEP seeks to prepare teachers who can create equitable classrooms and schools in which all learners meet high intellectual, academic, and social standards (see **STEP Mission Statement**). Therefore, the program aims to cultivate candidates’ professional commitment to the learning and growth of all students. In creating equitable classrooms, candidates organize the learning environment so that all students participate actively as they engage with intellectually challenging curricula. Candidates treat students fairly and equitably. Students interact with equal status, and their voices are heard by peers and by the teacher. An ethic of care pervades an equitable classroom; students serve as academic, linguistic, and social resources for each another and are accountable to each other as members of a classroom community. Candidates also develop a professional stance toward inquiry by learning to reflect on their own practice and to question existing school and societal structures that promote inequity.

In both their coursework and in their clinical placements, STEP candidates explore their role in helping all of their students set and meet high expectations. For example, candidates learn how to build classrooms where students with different strengths and needs participate actively and equally in EDU284: Teaching and Learning in Heterogeneous Classrooms (Single Subject candidates) and in EDU244E and F: Elementary Classroom Leadership and Management (Multiple Subject candidates). In these courses candidates learn how to identify the many intellectual, academic and social competencies of all students—regardless of the student’s socio-economic, ethnic/racial, gender, or other backgrounds—and to celebrate the various contributions students make when interacting with peers. Furthermore, as with other STEP coursework, EDU285: Supporting Students with Special Needs (Multiple Subject/ Single Subject) emphasizes looking at students as individual learners with unique strengths and needs. A key principle of the course is the importance of building learning profiles of individual students, drawing on each student’s strengths, and addressing learning challenges incrementally with curricular support and personalized attention. Candidates also learn how to build classrooms where students with different strengths and needs participate actively and equally in EDU284: Teaching and Learning in Heterogeneous Classrooms (Single Subject candidates) and in EDU244E and F: Elementary Classroom Leadership and Management (Multiple Subject candidates). In these courses candidates learn how to identify the many intellectual, academic and social competencies of all students—regardless of the student’s socio-economic, ethnic/racial, gender, or other backgrounds—and to celebrate and encourage the various contributions students make in class. Furthermore, as with other STEP coursework, EDU285: Supporting Students with Special Needs (Multiple Subject/ Single Subject) emphasizes looking at students as individual learners with unique strengths and needs. A key principle of the course is the importance of building learning profiles of individual students, drawing on each student’s strengths, addressing learning challenges incrementally with curricular support and personalized attention, and encouraging and supporting students to set high academic standards for themselves.

Throughout all STEP courses candidates have opportunities to grapple with issues of assessment, such as grading and its relationship to student motivation, or the tension between individual accountability and the evaluation of group products during group work (see, for example, for EDU284: Teaching and Learning in Heterogeneous Classrooms). The practical aspects of how candidates provide ongoing, sound feedback to students, how candidates help students self-assess using criteria and standards, and how candidates plan assessments at key junctures of their courses are perennial topics in class discussions, in the small supervisory groups led by the university supervisors, and in conversations with the cooperating teachers. Candidates learn how to make curricular and instructional choices based on what they discover about their students’ learning. The quarterly assessments...
## Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession

Collect evidence of assessment practices in the field placement under CSTP Standard 5 (Assessing Student Learning).

Candidates address more general topics about assessment during the winter quarter of EDUC246C and G: Secondary Teaching Seminar and Elementary Teaching Seminar. They learn about formative and summative assessments, standardized tests, performance assessments, rubrics, and the various definitions of authentic assessments. They analyze, critique, and design assessment tools that serve to diagnose students’ prior knowledge, to check for understanding, and to tap into students’ habits of mind. The culminating assignment for Single Subject candidates is the creation of an assessment plan and rationale for use during the candidate’s first year of teaching (see *Assessment and Grading Policy* assignment). Multiple Subject candidates work with and implement formative and summative assessments in all of their curriculum and instruction courses, with the exception of EDUC219E: The Creative Arts in Elementary Classrooms. In addition, several courses require candidates to compile case studies or profiles of individual students, which must include assessment data gathered from a variety of sources (e.g., case study of a special needs student, case studies of beginning readers, etc.). Their progression moves from analysis of individual student learning to examination of student work samples and then later to the development of a comprehensive assessment plan. In the content-specific curriculum and instruction courses, candidates develop a repertoire of ways to assess student learning and provide feedback related to particular subject matter. The lesson plans and instructional sequences that candidates design in these methods courses provide evidence of how they understand student learning and how they might assess that learning in a variety of ways within that content area. In addition, other assignments for these courses often ask candidates to analyze the work of individual students. In the unit plan Single Subject candidates design an assessment plan for the unit, which includes a culminating assessment and the articulation of the criteria used to evaluate it.

Candidates also focus on assessments that are specific to specific populations of students. For example, in EDUC388A: Language Policies and Practices, candidates learn how to interpret assessments of English learners, with particular emphasis on the California English Language Development Test (CELDT). Candidates learn to use appropriate measures for initial, progress, and summative assessment of English learners. They complete a needs assessment of their classroom placement and design specific instructional and assessment tools to address the needs of English learners. Additionally, Dr. Kenneth Romeo, Stanford’s Academic Technology Specialist guides candidates in administering the OLAI (Oral Language Acquisition Inventory), an assessment that gradually requires a student to construct increasingly complex sentences. By learning to administer this inventory and interpret its results, candidates gain an assessment tool that complements the CELDT and allows candidates to further diagnose students’ language abilities and create lessons to meet students’ language needs.

Finally, one component of the PACT Teaching Event is the Student Learning Commentary (see Task 4 in Teaching Event Handbook). Candidates present a whole-class analysis of student performance on an assessment for their instructional sequence. They also draw on evidence from the work samples of 2-3 diverse learners, including one English language learner. The candidates then analyze the learning with regard to student strengths and needs, as well as from the perspective of student progress in relation to the instruction (see PACT Student Learning Commentaries in Graduation Portfolios). The Student Learning Commentary provides evidence of each candidate’s ability to assess and analyze student learning at the end of the STEP year.

| Individually and collaboratively with colleagues, candidates | An ethos of collegiality and mutual interdependence permeates the STEP cohort. One of the mottos of STEP is “We are our own best resources.” Candidates are urged to work together on assignments, and many courses use multiple variations of discussion and activity groups. The development of strong collegial relationships with cooperating teachers and supervisors is an essential |
examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers. Candidates collaborate with colleagues to design and deliver effective, coordinated instruction.

Many STEP courses require candidates to work in groups on core assignments pertaining to instructional design and delivery. For example, in EDUC284: Teaching and Learning in Heterogeneous Classrooms candidates create an assignment to be taught to the class with a STEP colleague. In EDUC246B: Secondary Teaching Seminar, candidates conduct reciprocal observations with classmates in which they observe, discuss, and reflect upon each other’s classroom instruction. Multiple Subject candidates work in groups as they design instructional sequences for course assignments in EDUC263E, F, and G: Quantitative Reasoning and Mathematics I,II, III (see syllabi). EDUC289: The Centrality of Literacies in Teaching and Learning, taught in conjunction with the summer school teaching experience, asks candidates to plan, teach and debrief literacy strategies with their colleagues. Finally, the quarterly assessments address Standard 6 of the California Standards for the Teaching Profession, which focuses on the development of professional educators.

For the summer clinical placement, candidates are placed at the STEP/ Sunnyvale Summer School in cooperating teachers’ classrooms in pairs and groups of three to begin the clinical teaching experience as collaborators—observing, planning, teaching, and assessing student work together. In addition, the vast majority of the cooperating teachers working in STEP see themselves as part of a collaborative team within their school site by grade span, department, or other areas of professional affiliation. Candidates are encouraged to participate in and learn from these professional communities.

Furthermore, supervisory groups are specifically designed as a way to learn how to engage in collegial work, as supervisory meetings are often the settings in which candidates reflect on their teaching practices and professional behaviors in relation to principles of classroom equity with their peers and STEP supervisor. In these meetings candidates often receive feedback on the extent to which their classroom management practices promote equity, introduce and delve into topics such as equity for language learners at their placement sites, explore the applicability of various educational theories to their classroom setting, or discuss pressing ethical and professional dilemmas.

Finally, the STEP community continues after candidates graduate, as STEP alumni often choose to work in schools where other STEP graduates are teaching. Examples are Sequoia High School with 23 STEP alumni, Hillsdale High School with 20, Summit Public Schools with over 20 teachers and a significant proportion of the leadership team. Some elementary schools also have concentrations of STEP graduates.
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<th>Category B: Preparation to Teach Curriculum to All Students in California Schools</th>
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<td><strong>Standard 6: Pedagogy and Reflective Practice</strong></td>
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To maximize student learning, candidates learn to create and maintain well-managed classrooms that foster students’ physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.

As discussed earlier, STEP seeks to prepare teachers who can create equitable classrooms and schools in which all learners meet high intellectual, academic, and social standards (see **STEP Mission Statement**). Therefore, the program aims to cultivate candidates’ professional commitment to the learning and growth of all students. STEP views candidates’ classroom management techniques as central to candidates’ ability to create an equitable classroom environment—one in which all students feel physically, emotionally, socially, and intellectually safe. In creating equitable classrooms, candidates organize the learning environment so that all students participate actively as they engage with intellectually challenging curricula.

To this end, STEP candidates are encouraged to consider the impact of the classroom culture and environment on student learning. Candidates spend considerable time reflecting on and creating classroom cultures that are safe and respectful. In EDUC284: Teaching and Learning in Heterogeneous Classrooms, Single Subject candidates explore how classroom status problems can potentially lead to violence. In this course, candidates consider their role as educators in minimizing status issues and therefore the potential of violence in the classroom. Candidates are also taught practical strategies—such as longer wait times to enable the participation of all learners, and lesson plans that allow students to approach tasks and problems from multiple perspectives—to build classrooms in which students with different strengths and needs participate actively and equally, and have opportunities to practice those strategies in their clinical placements. In observations throughout the year, candidates receive feedback from their supervisors and cooperating teachers on their progress in creating physically and emotionally safe classrooms.

Additionally, all candidates take courses on classroom leadership and management that focus on fostering a safe, inclusive, and positive learning environment. In EDUC244 and 244E and F: Classroom Management and Leadership and Elementary Classroom Leadership and Management candidates read relevant scholarship on the impact of classroom culture, as well as on strategies for creating positive learning environments, and effective conflict management in classrooms. Candidates prepare a detailed Classroom Management Plan – Multiple Subject/Single Subject to address issues of conflict resolution and to plan for the establishment of respectful, effective learning environments. Candidates are required to consider and plan strategies for diffusing situations that may lead to student conflict or violence and for getting students’ participation in creating a safe classroom culture. Candidates are also asked to know state and local laws on mediating conflicts, as well as the district and school resources—from peer counselors to social workers—who might help diffuse volatile situations.

Candidates also have opportunities to pay particular attention to specific populations when exploring classroom culture. For example, all candidates explore the potential relationship between status and classroom culture in EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject). In this course candidates learn how to identify the many intellectual, academic and social competencies of their students and to celebrate the various contributions students make when interacting with peers. In EDUC244 and 244E and F: Classroom Management and Leadership and Elementary Classroom Leadership and Management candidates read relevant scholarship on effective classroom management, and also learn strategies for organizing and managing classrooms with first and second language learners. Candidates are asked to consider the different needs of their full range of learners, as well as how language acquisition might factor into a student’s behavior in the classroom. Candidates examine the appropriateness of tasks, given the language needs of their students, as well as theories of motivation and theories of second

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### Category B: Preparation to Teach Curriculum to All Students in California Schools

**Language Acquisition.** At their clinical sites, candidates are asked to practice classroom management strategies that provide all students—regardless of language ability—with the structure and guidance they need. Candidates consider how their classroom management practices support equitable outcomes for all students, including English learners. Candidates are also taught how to organize their classrooms so that students of varying language abilities have opportunities to stay on task and contribute positively to the classroom culture. Candidates receive formal and informal feedback on their classroom management practices from their supervisors and cooperating teachers. Candidates have a final opportunity to reflect on their classroom culture and the impact of students’ culture, language and backgrounds in the PACT Teaching Event.

**By design, the preliminary teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on teaching practices.** The program fosters each candidate’s realization that the analysis and assessment of practices promote a teacher’s professional growth.

As mentioned earlier, a survey of course syllabi reveals a rich diversity of instructional methods modeled for candidates to support their progress toward meeting professional standards. Evidence about how STEP prepares candidates to select and use materials, plan presentations, design activities, and monitor student learning can be found in the syllabi for multiple courses, including the subject-specific curriculum and instruction courses, EDUC388A: Language Policies and Practices, EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi), EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject), and, for STEP Secondary, in syllabi for EDUC289: The Centrality of Literacies in Teaching and Learning and EDUC284: Teaching and Learning in Heterogeneous Classrooms. In these courses and others, instructors explain, illustrate, and demonstrate a variety of teaching strategies and approaches so candidates learn about them, see them in action, and begin to use them appropriately. In addition, candidates explore theoretical underpinnings of instructional models, as well as empirical research on these models, in order to fully understand the applications and consequences of these pedagogical theories in schools. In coursework and in their clinical placements, candidates learn to select and apply models based on their instructional goals and on the readiness and needs of their students. These approaches include conducting whole-class and small group discussions; designing labs and engaging in open-ended inquiry; guiding students in long-term projects and organizing productive small group instruction. For example, both EDUC246A and B: Secondary Teaching Seminar in the summer and fall quarters and EDUC284: Teaching and Learning in Heterogeneous Classrooms in fall quarter, stress the importance of making goals of instruction and characteristics of learning tasks compatible with the ways in which the Single Subject classroom is structured. In EDUC246E: Elementary Teaching Seminar in summer quarter, Multiple Subject candidates focus on a range of models and theories for classroom instruction and organization and discuss the value, relevance and strengths of different approaches. In the curriculum and instruction course series EDUC228E-G: Becoming Literate in School (see syllabi), Multiple Subject candidates learn a wide range of instructional approaches for developing student literacy.

Candidates engage in analysis and reflection throughout the program, and these practices are modeled frequently by course faculty and cooperating teachers. In addition, there are several structured opportunities for candidates to reflect deeply about how all aspects of teaching come together to support student learning, including assessment of outcomes based on instructional decisions and alternative courses of action. For example, in STEP Secondary, each of the subject-specific curriculum and instruction course sequences culminates in the design of major curriculum unit that incorporates the importance of assessing alternative courses of action in teaching, selecting appropriate curricular materials, planning presentations, and designing activities, as well as multiple assessments and clear criteria for monitoring student learning. These unit assignments provide evidence of the attention paid to the assessment of student needs, importance of instructional goals, the consideration of alternative strategies, and reflection on prior decisions. Similarly, STEP Elementary candidates have multiple opportunities throughout the year to focus attention on the full teaching cycle: planning, instruction, assessment and reflection. In each of the elementary curriculum and instruction courses, candidates engage in the full teaching cycle, often video-taping their own work to further enhance...
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opportunities for reflection, assessment, and growth in their development as professional educators (see curriculum and instruction syllabi).

STEP’s commitment to fostering each candidate’s realization that the analysis and assessment of alternative practices promote a teacher’s professional growth is evident in the following categorized list of major courses, assignments and transition points:

State-Adopted Materials and Curriculum Frameworks
- EDUC228E,F,G: Becoming Literate in Schools
- ED2UC28H: Literacy, History, and Social Science
- EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar
- EDUC262A,B,C: Curriculum and Instruction in English
- EDUC263A,B,C: Curriculum and Instruction in Mathematics
- EDUC263E,F,G: Quantitative Reasoning and Mathematics
- EDUC264A,B,C: Curriculum and Instruction in World Languages
- EDUC267A,B,C: Curriculum and Instruction in Science
- EDUC267E: Development of Scientific Reasoning and Knowledge
- EDUC268A,B,C: Curriculum and Instruction in History-Social Science

Professional Literature
- EDUC289: The Centrality of Literacies in Teaching and Learning
- EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar
- Curriculum and instruction course sequences
- GSE Curriculum Library

Consultation with Colleagues
- University supervisor observations, supervisory weekly group meetings
- Assessment of candidates by cooperating teachers and university supervisors
- STEP Exhibition
- STEP Conference
- Numerous group-based projects and assignments throughout the program

Reflections on Practice
- Supervisory weekly group meetings
- Supervisory observation cycle
- Graduation Portfolio
- STEP Exhibition (for Secondary Candidates)
- EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar
- Curriculum and instruction course sequences
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Finally, the Graduation Portfolio (see *STEP Graduation Portfolio – Multiple Subject/ Single Subject*) represents the culmination of the candidate’s work during the program and offers another important opportunity for reflection on professional practice and development. Like the quarterly assessments of candidates’ clinical work, the portfolio incorporates the California Standards for the Teaching Profession (CSTPs) and includes tasks that facilitate candidates’ examination of their practice in relation to student learning. The entries of the portfolio represent key assignments and learning opportunities throughout the STEP year. In the process of constructing their portfolios, candidates incorporate evidence about teaching with evidence of student learning, thus reinforcing a teaching stance that is always concerned with diagnosis of and responsiveness towards student needs rather than teaching as the mere implementation of routine.

A central piece of the portfolio is the **PACT Teaching Event**, in which candidates document how they plan, implement instruction, assess student learning, and reflect on their practice in a series of lessons focused on a set of specific learning goals in their subject area. Candidates videotape their instruction, provide plans and planning commentaries, and describe how they review and analyze samples of student work to complete a whole-class student learning commentary. Finally, candidates analyze and reflect upon their own teaching in light of their students’ learning, and they consider changes they would make in planning, instruction, and assessment in the future. In a summary reflection for the Graduation Portfolio, candidates explain how the various artifacts of teaching included in the portfolio reflect the CSTPs and Teacher Performance Expectations (TPEs) and assess how their practice developed in each of the domains over the STEP year. Secondary candidates present these portfolios to a jury that includes at least one member of the STEP faculty, the university supervisor, often the cooperating teacher, and one of their colleagues (see **STEP Exhibition**).

In the program, candidates read, analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms, and use sources of professional information in making decisions about teaching and learning.

| STEP candidates have ample opportunity throughout the year to read, analyze, discuss and evaluate relevant professional literature. In addition to providing access to the vast resources of the university library system, the Graduate School of Education library houses materials that assist teachers in curriculum design and professional growth, including teacher-authored texts, professional journals, textbooks, and state and national standards and frameworks. Furthermore, various STEP courses engage candidates in readings from the professional literature specifically around important issues in California schools and classrooms (see, for example, for EDUC388A: Language Policies and Practices, EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi), EDUC240: Adolescent Development and Learning, EDUC284: Teaching and Learning in Heterogeneous Classrooms, EDUC289: The Centrality of Literacies in Teaching and Learning, and EDUC299: Educating for Equity and Democracy). For example, all candidates complete EDUC299: Educating for Equity and Democracy. In this course candidates examine the historical, political, and economic forces that influence American schools (with an emphasis on California schools) and the experiences of P-12 students. In addition to exploring issues of equity during their regular discussion meetings, candidates write reflective reading responses, and develop a personal dictionary of terms to show how they are working to redefine their views of children and adolescents, schools and communities, learning, and intelligence. In addition, to ensure that all of the program’s candidates gain a clear understanding of the realities of California education, candidates are placed in local schools for the entire school year, beginning with the summer school experience in which all candidates observe and participate in STEP’s specially co-designed program with the Sunnyvale School District. Candidates also complete full academic year clinical placement, beginning when teachers report to school at the end of summer and ending when school concludes in June. As discussed elsewhere, STEP coursework is closely tied to the candidates’ clinical placements. |
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Candidates therefore have numerous opportunities—throughout all of their courses—to practice, implement, refine, and reflect on the sources of professional information acquired in classes as they make decisions about teaching and learning in their clinical placement. In all of their clinical placements, candidates work with learners from different backgrounds, including significant numbers of English language learners.

STEP is also a partner in the [San Francisco Teacher Residency Program](#) with the University of San Francisco and the San Francisco Unified School District. This is a special collaboration, as the goal of this partnership is to prepare highly qualified math and science teachers for San Francisco’s hard-to-staff schools. This collaboration provides STEP candidates with another arena in which they may apply learned theories and research to a California classroom setting.

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<tr>
<th>Candidates learn how to use and interpret student assessment data from multiple measures of student academic performance to inform instruction. They learn how to plan and differentiate instruction based on student assessment data and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).</th>
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<td>Throughout all STEP courses candidates have opportunities to grapple with issues of assessment, such as grading and its relationship to student motivation, or the tension between individual accountability and the evaluation of group products during group work (see, for example, EDUC284: Teaching and Learning in Heterogeneous Classrooms). The practical aspects of how candidates provide ongoing, sound feedback to students, how candidates help students self-assess using criteria and standards, and how candidates plan assessments at key junctures of their courses are perennial topics in class discussions, in the small supervisory groups led by the university supervisors, and in conversations with the cooperating teachers. Candidates learn how to make curricular and instructional choices based on what they discover about their students’ learning. The quarterly assessments collect evidence of assessment practices in the field placement under CSTP Standard 5 (Assessing Student Learning). Candidates address more general topics about assessment during the winter quarter of in EDUC246C and G: Secondary Teaching Seminar and Elementary Teaching Seminar. They learn about formative and summative assessments, standardized tests, performance assessments, rubrics, and the various definitions of authentic assessments. They analyze, critique, and design assessment tools that serve to diagnose students’ prior knowledge, to check for understanding, and to tap into students’ habits of mind. The culminating assignment for Single Subject candidates is the creation of an assessment plan and rationale for use during the candidate’s first year of teaching (see Assessment and Grading Policy assignment). Multiple subject candidates work with a wide variety of assessment tools and approaches throughout the winter quarter course.</td>
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| Coursework and clinical placements offer candidates opportunities to explore and practice using assessment to differentiate instruction based on student data in order to meet the full needs of the range of learners. Through a variety of classes—including EDUC246C and G: Secondary Teaching Seminar and Elementary Teaching Seminar, EDUC388A: Language Policies and Practices, EDUC228E-G: Becoming Literate in School (Multiple Subject only)(see syllabi), and EDUC289: The Centrality of Literacies in Teaching and Learning (Single Subject only), the curriculum and instruction (C&I) courses (EDUC262A, B, and C: Curriculum and Instruction in English; EDUC268A, B, and C: Curriculum and Instruction in Mathematics; EDUC267A, B, and C: Curriculum and Instruction in History-Social Science; EDUC263A, B, and C: Curriculum and Instruction in Science; and EDUC264A, B, and C: Curriculum and Instruction in World Languages (see syllabi)), and EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject)—candidates learn how to assess the learning and language abilities of special population students using a range of tools and resources. Drawing on classroom observations and interactions, candidates have multiple opportunities to develop learning profiles that identify students’ developmental and emotional needs. Candidates also learn to use reading, writing, and math inventories and to analyze student work samples to determine student strengths and challenges. They get acquainted with psychological tests and learn to interpret the results of these instruments. Candidates also practice reading cumulative files to
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garner information about students’ learning and language abilities and other relevant data.

Candidates also learn to use appropriate measures for initial, progress, and summative assessment of English learners. In EDUC388A: Language Policies and Practices, for example, candidates learn how to interpret assessments of English learners, with particular emphasis on the California English Language Development Test (CELDT). (See assignment.) Candidates examine CELDT questions, as well as sample results in order to understand how the assessment is given and how to interpret its results. They complete a needs assessment of their classroom placement and design specific instructional and assessment tools to address the needs of English learners. Additionally, Dr. Kenneth Romeo, Stanford’s Academic Technology Specialist guides candidates in administering the OLAI (Oral Language Acquisition Inventory), an assessment that gradually requires a student to construct more complex sentences. By learning to administer this inventory and interpret its results, candidates gain an assessment tool that complements the CELDT and allows candidates to further diagnose students’ language abilities and create lessons to meet students’ language needs. Also, in EDUC246C and G: Secondary Teaching Seminar and Elementary Teaching Seminar (winter quarter) candidates focus on classroom assessment, including the assessment of English learners. They analyze student work samples from English learners in their placement classrooms and practice giving targeted feedback that supports the language development and content knowledge of English learners. In these courses candidates address the intersection of TPE 3 (Interpretation and Use of Assessments) and TPE 7 (Teaching English Learners). Also, as mentioned above, the fourth and fifth assignments for EDUC388A: Language Policies and Practices give candidates practice using systematic instructional strategies designed to make grade-appropriate and advanced curriculum content comprehensible to English learners. For example, in Assignment #5 candidates select a lesson plan they have already developed and revisit this lesson to fortify it with elements of instruction and assessment designed to make the academic input comprehensible for English learners and promote students’ learning of academic language. They then embed annotated comments in the lesson plan to show how the language and content needs of English learners are intentionally addressed. In other words, candidates must explicitly demonstrate how they are using assessment data when planning lessons for their English learners.

Furthermore, issues of access to the core curriculum and differentiated instruction are also substantively addressed in each of the curriculum and instruction course sequences. Each of these courses requires candidates plan a major unit that includes strategies for making the unit’s material accessible to exceptional students. Several of these courses also require candidates to compile case studies or profiles of individual students, which must include assessment data gathered from a variety of sources (e.g., case study of a special needs student, case studies of beginning readers, etc.). In the content-specific curriculum and instruction courses, candidates develop a repertoire of ways to assess student learning and provide feedback related to particular subject matter. The lesson plans and instructional sequences that candidates design in these methods courses provide evidence of how they understand student learning and how they might assess that learning in a variety of ways within that content area. In addition, other assignments for these courses often ask candidates to analyze the work of individual students. In the unit plan Single Subject candidates design an assessment plan for the unit, which includes a culminating assessment and the articulation of the criteria used to evaluate it.

Candidates also learn how to use assessment data in order to build classrooms in which students with different strengths and needs participate actively and equally in EDUC284: Teaching and Learning in Heterogeneous Classrooms (Single Subject candidates) and in EDUC244E and F: Elementary Classroom Leadership and Management (Multiple Subject candidates). In these courses
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Candidates learn how to identify the many intellectual, academic and social competencies of their students and to celebrate the various contributions students make when interacting with peers. Furthermore, in their subject-specific curriculum and instruction classes, candidates learn to plan instruction for students with a variety of academic backgrounds and a range of prior achievement, language proficiencies, and learning approaches. In EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject), candidates expand this knowledge to include teaching strategies and instructional materials that meet the needs of students with exceptionalities. Candidates learn about commonly used assistive technologies—e.g., Alphasmart keyboards, Draftbuilder, Inspiration, and Kurzweil III (a multisensory device that reads aloud text from scanned documents and the internet). They also learn to modify instruction to give special needs students access to the core curriculum, including modifications of instructional materials, assessment procedures, grading requirements, and classroom structures. As with other STEP coursework, EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject) emphasizes looking at students as individual learners with unique strengths and needs. A key principle of the course is the importance of building learning profiles of individual students, drawing on each student’s strengths, and addressing learning challenges incrementally with curricular support and personalized attention.

Finally, one component of PACT is the Student Learning Commentary. Candidates present a whole-class analysis of student performance on an assessment for their instructional sequence. They also draw on evidence from the work samples of 2-3 diverse learners, including one English language learner. The candidates then analyze the learning with regard to student strengths and needs, as well as from the perspective of student progress in relation to the instruction (see PACT Student Learning Commentaries in Graduation Portfolios - Multiple Subject/Single Subject). The Student Learning Commentary provides evidence of each candidate’s ability to assess and analyze student learning at the end of the STEP year.

| Candidates learn to select, assess, make pedagogical decisions, and reflect on instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks, (b) principles of human development and learning, (c) the observed effects of different practices, and (d) consultation with colleagues. | a. In its curriculum and instruction courses, coordinated with field assignments, STEP provides substantive instruction and supervised practice that effectively prepares each candidate to plan and deliver content-specific instruction. This instruction draws on the state-adopted academic content standards for students, the curriculum framework in each content area, and the fundamental principles and ideas of each discipline. The program provides multiple opportunities for candidates to apply the Teaching Performance Expectations (TPEs) to instruction in each of the designated subjects, and to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the subject-specific TPEs. In the program, each candidate demonstrates a basic ability to plan and organize instruction to foster student achievement of state-adopted academic content standards; use instructional strategies, materials, technologies and other resources to make content accessible to students, including state-adopted materials; and interrelate ideas and information within and across major subdivisions of each subject. Effective practice relies on subject matter knowledge that allows teachers to organize content so that students can create useful cognitive maps of the terrain, see connections among ideas, and apply learning to new problems and situations. Teachers can better scaffold student learning when they understand the core ideas in a discipline and how these ideas structure knowledge, how they relate to one another, and how they can be tested, evaluated, and extended. Teachers use this knowledge of subject matter flexibly to address how students generate ideas, how inquiry in a field is conducted, and what disciplinary reasoning entails. Teachers can see how ideas connect across fields and to everyday life so that they can select examples, pose problems, and describe applications. Multiple Subject candidates are expected to have completed an undergraduate program of study that includes a broad liberal arts education, a completed undergraduate major, and a well-rounded competence in all subject areas relevant to elementary teaching. Additionally, Multiple Subject candidates are required to pass the California Subject Examinations |
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for Teachers (CSET) as a measure of the breadth of their understanding in the content areas. All Single Subject candidates verify subject matter competency through either an approved subject matter program or through the CSET.

Although STEP’s design assumes that much of the initial grounding in subject matter will be acquired during the undergraduate years, the program recognizes that the ways in which content is learned as a student are not a fully adequate base for the subject matter knowledge needed by teachers. Building upon the content knowledge with which candidates enter the program and to develop the pedagogical content knowledge (PCK) needed to support student learning, STEP Secondary provides a three-quarter, nine-month sequence of courses in five subject areas: EDUC262A, B, and C: Curriculum and Instruction in English; EDUC268A, B, and C: Curriculum and Instruction in History-Social Science; EDUC263A, B, and C: Curriculum and Instruction in Mathematics; EDUC267A, B, and C: Curriculum and Instruction in Science; and EDUC264A, B, and C: Curriculum and Instruction in World Languages (see syllabi). STEP requires Multiple Subject candidates to complete a series of content-specific courses that address key content areas in literacy, math, science, and history/social science: EDUC228E-G: Becoming Literate in Schools (three courses; see Program Standard 7A for more information), EDUC263E-G: Quantitative Reasoning and Mathematics (three courses), EDUC267E-F: Development of Scientific Reasoning and Knowledge (two courses), EDUC228H: Literacy, History, and Social Science (one course), and EDUC219E: The Creative Arts in Elementary Classrooms (one course). Health and physical education are addressed as a component of the four course series, EDUC246E-H: Elementary Teaching Seminar (see syllabi). The Curriculum & Instruction sequence is one of the hallmarks of the STEP curriculum. In these courses, candidates study learning and teaching strategies, develop lessons, assessments, and curriculum units that they then try out, reflect upon and revise. In this sequence of courses, candidates have many opportunities to practice the cycle of planning, teaching, assessing, and reflecting that is embedded in the TPEs.

Evidence of the state standards and framework in curriculum and instruction coursework can be found in the syllabi, required readings, and course assignments, as well as in the graduation portfolio (Multiple Subject/ Single Subject). By holding candidates accountable for teaching the state and national standards, STEP addresses subject matter instruction for its candidates.

b. Single Subject candidates complete EDUC240: Adolescent Development and Learning. This course focuses on principles of adolescent development and learning in family, school, and community contexts. Candidates examine adolescents from biological, psychological, cognitive, and social perspectives. The course helps candidates consider how school, community, and broader culture influence adolescent development, how adolescents learn and what motivates them to learn, and how schools and teachers can contribute to that growth by teaching in ways that respond to the developmental and cultural needs of youth. As a final project candidates use the theory and research learned in the course to conduct a thorough case study of an adolescent from their field placement site. Throughout the quarter candidates complete weekly logs that help them connect course readings to a particular aspect of the case study student’s learning and development.

Multiple Subject candidates complete EDUC283: Child Development in and Beyond School, which provides an introduction to schools as a context for development during early and middle childhood. The course addresses aspects of the development of memory and cognitive processes, as well as the concept of school adjustment, and how the compatibility of practices from different developmental contexts (e.g. home and school) influences children’s transition into early schooling. It also focuses on children’s social-emotional development, examining their understanding of self, their social relationships with peers, family and
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Teachers as contexts for development, as well as their developing identities as learners and motivation for school learning. Candidates demonstrate their ability to apply the key concepts of the course in a classroom context through three written observations and analyses from their placements, as well as a summative assignment in which candidates create developmentally appropriate lesson plans for their students.

Issues of how learn across the lifespan are also addressed curriculum and instruction sequence (see syllabi) and in EDUC284: Teaching and Learning in Heterogeneous Classrooms. Curriculum and Instruction, for example, is a three-quarter, nine-month sequence of courses in five subject areas for STEP Secondary candidates: EDUC262A, B, and C: Curriculum and Instruction in English; EDUC268A, B, and C: Curriculum and Instruction in History-Social Science; EDUC263A, B, and C: Curriculum and Instruction in Mathematics; EDUC267A, B, and C: Curriculum and Instruction in Science; and EDUC264A, B, and C: Curriculum and Instruction in World Languages (see syllabi). (STEP Elementary has two three-quarter curriculum and instruction sequences in EDUC228E, F, and G: Becoming Literate in School and EDUC263E, F, and G: Quantitative Reasoning and Mathematics, as well as one two-quarter course EDUC267E and F: Development of Scientific Reasoning and Knowledge and one quarter of EDUC228H: Literacy, History, and Social Science (see syllabi). In these courses candidates study learning and teaching strategies that are built on educational research and psychological theories of human learning.

c. As detailed above, candidates engage in analysis and reflection throughout the program, and these practices are modeled frequently by course faculty and cooperating teachers. In addition, there are several structured opportunities for candidates to reflect deeply about pedagogical alternatives, as well as how all aspects of teaching come together to support student learning, including assessment of outcomes based on instructional decisions and alternative courses of action. For example, in STEP Secondary, each of the subject-specific curriculum and instruction course sequences culminates in the design of major curriculum unit that incorporates the importance of assessing alternative courses of action in teaching, selecting appropriate curricular materials, planning presentations, and designing activities, as well as multiple assessments and clear criteria for monitoring student learning. These unit assignments provide evidence of the attention paid to the assessment of student needs, importance of instructional goals, the consideration of alternative strategies, and reflection on prior decisions. Similarly, STEP Elementary candidates have multiple opportunities throughout the year to focus attention on the full teaching cycle: planning, instruction, assessment and reflection. In each of the elementary curriculum and instruction courses, candidates engage in the full teaching cycle, often video-taping their own work to further enhance opportunities for reflection, assessment, and growth in their development as professional educators (see curriculum and instruction syllabi).

d. STEP offers candidates numerous opportunities to consult with and learn from colleagues. In weekly supervisory meetings candidates receive feedback from peers on issues at clinical sites. Similarly, most STEP courses provide opportunities for candidates to collaborate—whether through sharing best practices in pair shares or reflecting on the applicability for pedagogical strategies in a subject-specific group. Candidates also have opportunities throughout the year to visit one another’s classrooms to observe and provide feedback their colleagues. Finally, single subject candidates present their STEP Exhibition to a jury that includes at least one member of the STEP faculty, the university supervisor, often the cooperating teacher, and one of their colleagues. Again, candidates understand that consultation with colleagues is central to their professional and pedagogical
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### Standard 7: Preparation to Teach Reading-Language Arts

#### Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction

| The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading levels and language backgrounds, as referenced in the Reading Instruction Competency Assessment (RICA) Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts | Candidates for the Multiple Subject credential complete a three-quarter sequence of coursework in EDUC228E, F, and G: Becoming Literate in School I, II, III (see syllabi) that prepares them to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking. Candidates are exposed to research-based instruction as they learn to assess students’ learning prior to and during a program of instruction; diagnose students’ difficulties and modify and differentiate curriculum; employ flexible grouping strategies for both reading and writing curricula; and enlist assistance from support staff and colleagues. Candidates also complete EDUC388A: Language Policies and Practices. This course provides targeted instruction to prepare Multiple Subject candidates to meet the needs of English language learners and speakers of non-standard English throughout the literacy curriculum and via English Language Development (ELD). Candidates are further prepared to understand, diagnose, and meet the language needs of a variety of students across the curricula in EDUC388F: Introduction to Academic Language (for candidates preparing for English-language classrooms) and in EDUC264E: Métodos y Materiales en los Salones Bilingües (for candidates preparing for Spanish-language classrooms). Both of these courses support candidates to meet the full range of learners, with a specific focus on the needs of and strategies to support language learners in the classroom. In addition, all candidates complete EDUC285: Supporting Students with Special Needs which provides information, support, and strategies for diagnosing and meeting the needs of diverse learners, including special modifications for students with disabilities. Candidates receive instruction regarding assessment, systematic instruction, and modifications of language arts curricula in EDUC228E and F: Becoming Literate in School I and II and receive instruction regarding meeting the needs of advanced learners through differentiation and flexible grouping in language arts in the three-quarter sequence of EDUC228E, F, and G: Becoming Literate in School I, II, III (see syllabi). |

encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

The preparation program provides each candidate for a multiple subject teaching credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007). Multiple Subject candidates complete three clinical placements in culturally and linguistically diverse settings with cooperating teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007) and a comprehensive, systematic program in reading, writing, listening, and speaking. The first field placement takes place during a summer school program in which candidates have opportunities to work with students with a range of prior achievement in literacy. The second and third field placements take place during the regular academic year. One places candidates in the early grades, and the other in the upper grades, allowing candidates to gain experience teaching reading and language arts to students at different stages of literacy development, including beginning reading, using, adapting, and modifying State Board of Education (SBE)-adopted curricula under the guidance of mentor teachers. Beginning reading—including phonics, fluency, vocabulary, and comprehension—is taught in all early grade placement classrooms and to struggling students in many of the upper grade placement classrooms as well.

An important component of the teacher candidate experience is its close connections to the literacy coursework and to the weekly EDUC246E, F, G, and H: Elementary Teaching Seminar (see syllabi). The clinical placement enables the candidates to apply what they are learning in their courses, to experience highly diverse classrooms, and to support children who are reading at beginning and intermediate levels. Most course assignments require candidates to try out practices for literacy instruction and assessment in the field placement. This combination of coursework and fieldwork supports Multiple Subject candidates in building strong foundations for the teaching of reading, writing, speaking, and listening.

With regard to teaching early reading, course curriculum and field experiences provide a comprehensive approach. In each course of the three-quarter sequence of literacy instruction, Multiple Subject candidates gain exposure to different aspects of teaching early reading. For example, EDUC228E: Becoming Literate in School I emphasizes phonemic awareness, phonics, fluency, listening comprehension, while EDUC228F: Becoming Literate in School II focuses on vocabulary and reading comprehension. Finally, EDUC228G: Becoming Literate in School III explores student sense-making with text, further supporting candidates’ knowledge and skills in the domains of reading comprehension and listening comprehension. Together, these courses provide a comprehensive approach to the needs, strategies, and issues pertaining to early readers, and provide a research-based foundation for candidates’ clinical practice.

The Multiple Subject credential program prepares candidates to do the following:

**Instructional Planning/ Objectives/Design**

- Strategically select and sequence of curricula to be taught as outlined in the Reading/ Language Arts

Candidates have multiple opportunities in EDUC228E and F: Becoming Literate in School I and II to explore various language arts curricular materials as they relate to standards. For example, all clinical placements utilize SBE-adopted core instructional materials, and candidates have ongoing opportunities to utilize their programs’ scope and sequence in determining what, when, and how to teach skills and concepts.

Across the curriculum, candidates are encouraged and supported to help teach for students’ transfer, generalization and application of knowledge and skills. For example, EDUC388F: Foundations of Academic Language and EDUC388A: Language Policies and Practices emphasize the need to connect language strategies, skills and vocabulary to appropriate and meaningful contexts.
Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.

- Understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.

Further, in EDUC246F: Elementary Teaching Seminar, candidates work with the Understanding by Design framework for planning, assessment and instruction, which also emphasize the need for designing learning opportunities and assessments that support transfer and application of knowledge and skills.

Furthermore, candidates learn the importance of using assessment data when planning, selecting, and sequencing curricula. Candidates are provided with multiple opportunities to assess students’ language arts skills (for example, through Spelling Inventories, Running Records, varied comprehension assessments, and through individual conferences) in order to determine students’ levels of readiness and needs. Candidates learn how to implement these assessments in the sequence (see syllabi) and then practice implementing the assessments and planning appropriate lessons as part of course assignments in their clinical placements. In addition, in EDUC246F: Elementary Teaching Seminar, teacher candidates learn how to wholly integrate assessments into their lesson planning, and how to use information gleaned from assessments when planning, sequencing, and differentiating instruction. Candidates are also trained to utilize additional assessments by their mentor teachers as part of their clinical training.

Finally, as part of the Teaching Event of the Performance Assessment of California Teachers (PACT), candidates use SBE-adopted core instructional materials in planning, teaching, and reflecting on a unit of language arts instruction.

### Instructional Delivery: Reading

Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:

- word analysis
- fluency
- vocabulary, academic language, and background knowledge
- reading comprehension
- literary response and analysis

Multiple subject candidates take EDUC228E-G: Becoming Literate in School I, II, III (see syllabi). In this sequence, candidates engage in a variety of in-class simulations and assignments in their clinical placements, in order to demonstrate their knowledge of grade level standards, as outlined in the Reading/Language Arts Framework (2007). Candidates receive feedback from their course instructors on their technique and implementation in the following areas:

#### Phonemic Awareness, Phonics, and Word Analysis

- Candidates practice isolating phonemes (using Elkonin boxes), blending onsets and rimes, blending phonemes, and segmenting words into phonemes.
- Candidates use Beck’s “Making Words” strategy for adding and substituting phonemes.
- Candidates practice Word Study instruction in small groups using picture sorts to identify phonemes.
- Candidates practice Word Study instruction in small groups using an initial consonant sound sort.
- Candidates use Open Court phonics cards to practice synthetic phonics instruction.
- Candidates use an observation tool to compare and contrast synthetic and analytic approaches to phonics instruction.
- Candidates work in pairs to choose an objective and craft a small group lesson for a group of children.
- Candidates engage in a study of the Derivations Stage of Orthographic Development.
- Candidates plan, practice, teach, and reflect on a full Word Study lesson for a small group of students in their clinical placements.

#### Fluency

- Candidates work in pairs to craft a small group Guided Reading lesson focused on phonics and fluency.
Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:

- orientation (e.g., engagement, teacher demonstration)
- presentation (e.g., explicit instruction, modeling, pacing)
- structured practice (e.g., reinforcement, questioning, feedback)
- guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- independent practice and application
- independent practice (e.g. opportunities for students to show level of mastery)

**Vocabulary and Academic Language**

- Candidates work individually to plan and simulate an interactive read aloud lesson that includes vocabulary instruction
- Students choose and justify strategic vocabulary and plan instruction as part of Guided Reading, Reading Workshop, and Word Study Lessons in their clinical placements

**Reading Comprehension**

- Candidates work individually to plan and teach an interactive read aloud lesson that includes comprehension modeling/instruction.
- Candidates work in pairs to plan a Reading Workshop mini-lesson with a focus on strategy instruction.
- Candidates outline a series of lessons intended to teach non-fiction text in content-specific ways (e.g. reading history and science books differently)
- Candidates plan, practice, teach, and reflect on a full Reading Workshop lesson in their clinical placements

**Literary Response and Analysis**

- Candidates plan, practice, teach, and reflect on small-group and whole class dialogic reading groups

As this checklist indicates, candidates must demonstrate mastery in their knowledge of reading content, as well as in the components of effective instructional delivery in reading.

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**Instructional Delivery: Writing**

Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:

- The systematic progression of instruction and application of instruction

In EDUC228F: Becoming Literate in School II, candidates use Calkins’ The Art of Teaching Writing, the Noyce Foundation’s Every Child a Reader and Writer, and Anderson’s Mechanically Inclined as anchor texts and are immersed in how to assess, develop, and support their students as writers. Candidates are instructed in assessment and instruction to develop students’ ideas, organization, word choice, sentence fluency, voice, conventions, and presentation. There is a particular focus on instructional strategies and processes of writing and developing students’ abilities to compose, edit, and revise their own work and the work of peers.

Across the program curriculum, candidates are working with SBE-adopted curriculum materials, frameworks and standards, as well as the Common Core State Standards. For example, candidates are immersed in the 6 + 1 writing traits, including genre-specific applications of those traits and experience utilizing a variety of rubrics for scoring writing. Candidates also have opportunities in this class to consider how to use children’s literature to teach various aspects of writing. In addition, candidates have in-class opportunities to practice techniques of Shared Writing, Interactive Writing, and Writing Workshop. Lastly, candidates practice—both in class and in clinical placements in conjunction with mentor teachers—genre-specific pedagogical techniques for teaching narrative, expository, and persuasive writing. Indeed, candidates plan, practice, teach, and reflect on a writing lesson in both their...
<table>
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<tr>
<th>Instructional Delivery: Listening and Speaking</th>
<th>Among many others, candidates learn the following skills and strategies relevant to the Reading/Language Arts Framework: During the EDUC228E, F, and G: Becoming Literate in School I, II, III (see syllabi) sequence of courses, candidates learn and practice instruction in fluency and prosody, including through Shared Reading strategies such as choral and echo reading and through Reader’s Theater. Candidates also engage in Interactive Read-Alouds for listening comprehension, and Author’s Chair for developing students’ oral communication. In addition, candidates focus on accountable talk, which helps readers grapple with the big ideas in interesting texts through respectful, collaborative discussions with one another. Candidates learn methods for facilitating text-based discussions that help students build reading comprehension and develop speaking and listening skills. All of these strategies and skills are honed in candidates’ coursework and practiced and refined in their clinical placements.</th>
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<tr>
<td>Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:</td>
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<tr>
<td>• The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction</td>
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<tr>
<td>foundational writing strategies, applications, and conventions</td>
<td>classwork and in their clinical placements.</td>
</tr>
<tr>
<td>• Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revision</td>
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<td>• Writing applications according to genres (grade-level appropriate) and their characteristics</td>
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<tr>
<td>• Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling)</td>
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in reading and writing
• Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate)

**Assessment: Reading and Writing**
Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content.

As mentioned above, candidates have multiple opportunities to assess students (for example, through Spelling Inventories, Running Records, a variety of comprehension assessments, and through individual conferences) in order to determine students’ levels of readiness and needs. Candidates learn how to implement these assessments in their three-quarter EDUC228E, F, and G: Becoming Literate in School I, II, III (see syllabi) sequence and then practice implementing the assessments and planning appropriate lessons as part of course assignments in their clinical placements. In addition, in EDUC246F: Elementary Teaching Seminar, candidates work with the *Understanding by Design* framework for instructional design to plan lessons and units. Indeed, this course teaches candidates how to wholly integrate assessments into their lesson planning, and how to use information gleaned from assessments when planning, sequencing, and differentiating instruction. Candidates are also trained to utilize additional assessments by their mentor teachers as part of their clinical training.

In addition, in EDUC246G: Elementary Teaching Seminar, candidates focus on assessment, including strategies and scholarship related to pre-assessment, formative assessment, and summative assessment. Candidates learn how to analyze and interpret assessment data, and reflect on and practice using data in their lesson planning. Candidates also learn to conduct informal assessments—checks for understanding—throughout the lessons they teach. Through questioning, hand signals, white boards, turn-and-talks, exit slips, etc., candidates are able to recognize the informal ways in which students demonstrate understanding or confusion, and monitor students’ understanding within the context of any reading and writing lesson. Candidates also analyze, critique, and design assessment tools that serve to diagnose students’ prior knowledge, check for understanding, and tap into students’ habits of mind. During the course of the year, candidates grapple with issues of assessment (e.g., the relationship between grading and student motivation or the tension between individual accountability and the evaluation of group products during groupwork).
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<th>Standards:</th>
<th>Assessment: Listening and Speaking</th>
<th>Universal Access/Differentiated Instruction</th>
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<tr>
<td>• entry level assessment for instructional planning&lt;br&gt;• monitoring student progress&lt;br&gt;• post test or summative assessment</td>
<td>Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students’ progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.</td>
<td>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners, including recognizing that students should be grouped for interventions according to</td>
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<td>the severity of their difficulties (i.e., benchmark, strategic, and intensive groups) For example: • using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students • using flexible grouping, individualized instruction, and whole-class instruction as needed • using selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve</td>
<td>Also, in candidates’ three clinical placements across the year, they work extensively with SBE-adopted core instructional materials to help make grade level content accessible to all students. Furthermore, virtually all of the texts that are modeled and used in courses and in students’ individual planning are listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve. Finally, in EDUC285: Supporting Students with Special Needs, through course readings and examination of case studies, candidates become familiar with major categories of disabilities and examine the needs of the full range of learners in a classroom. The course provides candidates with research-based strategies for differentiating materials for different learners, as well as technologies, materials, and groupings to meet the needs of the full range of learners in candidates’ classrooms.</td>
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<tr>
<td><strong>Standard 7-B: Single Subject Reading, Writing and Related Language Instruction</strong></td>
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<td><strong>The single subject teaching credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners. The single subject credential program prepares candidates to do the following:</strong></td>
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<td><strong>STEP Secondary candidates frequently encounter research-based content literacy instruction. In particular, in EDUC289: The Centrality of Literacies in Learning &amp; Teaching, candidates examine strategies for leading class discussions in their content areas, discuss the various challenges content area texts might pose to a range of students, learn how to use formative assessments to understand how students understand the text, and examine how their own language might be interpreted differently by students and impact student understanding. Because STEP candidates are immediately placed in a middle school during their first quarter and then have a full-year clinical placement, candidates have numerous opportunities to connect and reflect upon that research-based content literacy instruction in their own classrooms with a variety of learners, including students with special needs, English learners, speakers of non-standard English, and advanced learners.</strong></td>
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| **• demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:** |
| **In their coursework and their clinical placements, candidates have numerous opportunities to demonstrate their growing ability to provide content literacy instruction for a range of learners, in keeping with the CA Reading/Language Arts Framework. See the below prompts for details.** |

| **− Orientation (e.g., engagement, teacher demonstration)** |
| **Single Subject candidates are first introduced to research-based content literacy instruction in EDUC289: The Centrality of Literacies in Learning & Teaching, a course they take immediately upon starting STEP. In this class, candidates examine the features of their subject-specific texts and reflect on the many purposes of choosing a text. Indeed, candidates examine their own orientation to the texts (e.g., their instructional goals, the needs of their students, students’ prior experience), as well as their role in shaping students’ orientation to the texts (e.g., how the candidates introduce the text, the familiarity of the type of text to the students, etc.). For example, instructors model teacher demonstration by choosing a text for candidates and explaining why they have chosen it. Candidates are then asked to contemplate another text they might use, given their students’ needs and their instructional goals. Then in small groups with peers, candidates discuss how to engage a variety of learners with a text of their choosing and how to introduce a text. Candidates also attempt to anticipate student struggles with these texts, and practice how to engage students who struggle.** |
| **Presentation (e.g., explicit instruction, modeling, pacing)** | In EDUC289: The Centrality of Literacies in Learning & Teaching instructors first model and then have candidates practice introducing texts. Candidates develop presentations to introduce texts with an emphasis on students’ backgrounds and needs and the particular features of the text. Candidates also spend a significant amount of time discussing instructional choices, namely which elements of the text should be discussed explicitly and which elements might emerge in conversation. Candidates are asked to consider and reflect on their own language and consider how their words (instructions, feedback, etc.) might be interpreted by different types of students, and then refine their language choices accordingly.

Candidates also demonstrate their ability to present materials when analyzing videos of themselves and their peers in the classroom while leading students in discussions of the texts. For example, candidates analyze and discuss what scaffolds, elements of pacing, worked. Candidates also suggest enhanced strategies to help students better understand the text.

EDUC284: Teaching and Learning in Heterogeneous Classrooms supports this work, as candidates examine presentation methods in the context of designing instruction for diverse classrooms. As candidates grapple with how to equalize participation among members of their classroom, they explore the presentation styles that might engender such participation. |
| **Structured practice (e.g., reinforcement, questioning, feedback)** | Candidates examine research-based strategies for effective language in the classroom. Candidates analyze more and less effective forms of reinforcement, and consider the nuances of delivering information to students, such as how the wording of the same type of feedback might impact how different students receive information.

Candidates receive numerous opportunities to practice, examine and improve their own language. For example, in EDUC289: The Centrality of Literacies in Learning & Teaching, candidates have an assignment in which they must go through a transcript of their teaching and analyze their own language move by move. Candidates reflect on and provide evidence for how they reinforced students, provided feedback (focusing on which students received feedback and what kinds of feedback the candidates gave), as well as how they questioned and probed students’ understanding. |
| **Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)** | EDUC289: The Centrality of Literacies in Learning & Teaching emphasizes the need for candidates to be responsive to the particular needs of individual students. Candidates are encouraged to be aware of how teacher language and interactions might have varying impact on different students. Therefore, candidates are taught to go beyond feedback of “that’s correct” or “that’s incorrect” and to provide specific and meaningful feedback that is tailored to the needs of the student and to the candidate’s instructional aims. Candidates are also taught how to facilitate peer-mediated instruction, and to consider the different ways in which students make sense of texts. For example, in Assignment 1, candidates are asked to provide a profile of some students in their group, and discuss their own role among these students. Candidates must also reflect on the question, “When did you find yourself best understanding student perspectives on the text, and when could you have perhaps done more to allow student ideas to be illuminated?” Thus, candidates must examine the role and effectiveness of their questioning, feedback, and corrections, and support that examination with specific instances, examples, and quotations; candidates must also examine their interactions with individual students and with the group, as well as the group members’ interaction with one another. |
| **use content-based literacy strategies (i.e., reading, writing, speaking, and listening)** | Candidates learn how to encourage a classroom environment that meets diverse academic and social needs of all learners. Candidates examine strategies for, as well as practice, reading and discussing texts, listening, speaking, and writing with a full range of learners. For example, in Assignment 1 for EDUC289: The Centrality of Literacies in Learning & Teaching candidates are asked to create a profile of students in their group—this assignment provides candidates with an opportunity to understand the |
and to understand the impact of these demands on the full range of learners, particularly English Language Learners and students with special needs. In other words, in addition to the explicit literacy strategies embedded in specific content standards, literacy demands, candidates learn, occur throughout all subjects—whether in word problems in math, interpreting timelines in History-Social Science, or decoding charts in science. Candidates therefore practice creating differentiated and scaffolded materials—in both their course and in their clinical placements—that make both the content standards of their subject and ‘smaller’ literacy tasks accessible to all students. In the curriculum and instruction sequence, candidates also have many opportunities to practice the cycle of planning, teaching, assessing, and reflecting that is embedded in the TPEs.

EDUC289: The Centrality of Literacies in Learning & Teaching builds on what students learn in C&I by further exploring literacy demands of texts within candidates’ specific content areas. For example, it offers Secondary history candidates an opportunity to examine the literacy demands of the texts they source, such as newspaper articles and first-hand accounts. Meanwhile, science candidates have an opportunity to explore how students make sense of technical science writing, figures, and lab instructions. Again, candidates are asked to consider their instructional goals and their students’ needs as they analyze what types of materials and strategies work best in their content areas. In both their subject specific curriculum and instruction classes, as well as in the first quarter of EDUC284: Teaching and Learning in Heterogeneous Classrooms candidates become acquainted with California Content Standards for their subject. For example, the EDUC267A, B and C: Curriculum and Instruction in Science sequence (see syllabi) uses the state-adopted science framework and content standards as a core text. From there, candidates go on to examine both the content and literacy demands of their subject area.

In EDUC289: The Centrality of Literacies in Learning & Teaching, candidates get exposure to research-based instructional approaches to building fluency, as well as guidance on how to build students’ comprehension of the text via schema theory, zones of proximal development, and targeted use of academic language. Candidates explore, for example, different ways to introduce academic language, as well as the benefits and drawbacks of these strategies for different types of learners. Candidates explore how to use writing in their respective content areas as a means to further students’ understanding of the content. Again, candidates explore how to guide students in creating persuasive and supported arguments orally and in writing. Candidates also practice these techniques in the classroom as they guide their students who are grappling with complex texts.

Candidates also write in-depth reflections in which they analyze how students are making sense of the texts, as well as the effectiveness of their strategies in supporting students’ comprehension. Specifically, candidates analyze their transcripts and videotapes to examine how students are leveraging their background knowledge, personal experience, and peers’ knowledge and experiences as academic and linguistic resources.

In their subject-specific curriculum and instruction courses, candidates further explore writing in the discipline. For example, in EDUC263A, B, and C: Curriculum and Instruction in Mathematics course sequence (see syllabi) candidates attend to their own writing, as well as to students’ output. Because this discipline requires that students understand and write basic mathematical computations, concepts, and symbols, in order to use those symbols to solve problems, candidates spend considerable time discussing different ways that teachers need to attend to mathematical precision, such as particular ways of writing on the board and correct usage of the equal sign. Candidates also discuss how to support students in their mathematical writing, including the precise graphic representation of symbols and how to aid students in writing out facts and processes when solving mathematical problems. Similarly, the first quarter of EDUC262A: Curriculum and Instruction in English focuses on the teaching of writing using...
George Hillocks’ approach to structured and systematic writing instruction. Candidates examine the demands of different writing tasks, practice the development of clear and substantive writing tasks, and learn how to provide instructional support to students throughout the writing process. The teaching of writing is tied to reading through the use of model texts, as well as through the use of reading as a motivation for writing, in particular writing in response to texts. Candidates learn to use discussion as pre-writing activity to assist in students’ generation and refinement of ideas and arguments, as well as during peer conferences where candidates learn ways to help students talk about writing.

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<tr>
<th>Use assessments (diagnostic, formative, and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction</th>
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<tr>
<td>In classes, as well as in supervisory meetings and in subject-group discussions with peers, candidates explore ways to use diagnostic, formative, and summative assessments to create subject-matter and grade-level appropriate lessons. First, STEP emphasizes that assessment—whether diagnostic, formative, or summative—is most productive when it is wholly integrated into the candidate’s instructional aims and is appropriate for the candidate’s students. To that end, candidates explore proficiency-based assessment and curriculum development using backwards design, which focuses on what students understand and how teachers adjust strategies and levels of textual difficulty to facilitate learning. All STEP candidates receive the book “Understanding by Design” by Wiggins and McTighe upon entering the program and draw upon it throughout the year. Candidates learn how to conduct, analyze, and act on formative assessments and close observations of students in order to gain a nuanced understanding of how students are making sense of the texts. Candidates, for example, practice observing students as they interact with one another and with teachers, noting what questions and comments students make about the texts and how those comments can be used to identify learning differences and strengths. Candidates address more general topics related to planning and assessment in EDUC246C: Secondary Teaching Seminar. Candidates learn about formative and summative assessments, standardized tests, performance assessments, rubrics, and various authentic assessments. They analyze, critique, and design assessment tools that serve to diagnose students’ prior knowledge, check for understanding, and tap into students’ habits of mind. During the course of the year, candidates grapple with issues of assessment (e.g., the relationship between grading and student motivation or the tension between individual accountability and the evaluation of group products during group work). Additionally, the assessment of students who are English language learners is addressed in EDUC388A: Language Policies and Practices.</td>
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<tr>
<th>Provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)</th>
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<tr>
<td>Candidates learn to use careful observation and formative assessments to understand students, students’ understandings, and students’ prior knowledge, and to differentiate instruction based on information gleaned from these assessments. In EDUC289: The Centrality of Literacies in Learning &amp; Teaching, for example, candidates practice observing students carefully to understand how students react to questions and prompts. Candidates might note, for example, that some English Language Learners respond better to an invitation or to an indirect question, rather than to a direct line of questioning. Candidates would then practice different questioning strategies in the classroom. Candidates also spend time examining how their own language might be interpreted differently by different learners, as well as the impact such interpretations might have on student understanding. Finally, candidates practice recognizing and understanding different sense-making styles of students. The assignments encourage candidates to describe, rather than evaluate, students’ comments, questions and reflections. In this way, candidates learn to broaden their understanding of what sense making in different types of learners ‘looks’ like, and to differentiate their instruction, assessments, and texts to their students’ styles and needs. Similarly in EDUC388A: Language Policies and Practices, candidates are tasked with creating a language profile of their classroom, or learning about the language backgrounds of their students. Candidates are asked to consider issues such as: what languages do students speak at home? Do students speak a language</td>
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dialect? What are your students’ prior schooling experiences, and in what language did this schooling occur? The idea behind this assignment—and the idea that undergirds much of the program’s orientation to differentiating instruction—is that only by first knowing their students can candidates create appropriately differentiated materials that meet students’ needs and that incorporate students’ strengths and identities.

In EDUC284: Teaching and Learning in Heterogeneous Classrooms candidates learn how to provide classroom environments and intellectually rigorous group-worthy learning tasks so students in their academically and linguistically heterogeneous classrooms can serve as resources for one another. This approach to teaching and learning ensures that all students are exposed to academically and intellectually challenging curriculum and opportunities for academic language development. In EDUC388A: Language Policies and Practices candidates learn practical strategies for differentiating materials for students of differing language backgrounds. For example, in EDUC388A: Language Policies and Practices, instructors simulate a Specially Designed Academic Instruction in English (SDAIE) lesson in which they instruct candidates in a language other than English. Instructors demonstrate how to create differentiated materials and use paralinguistic cues to make the content accessible to all learners. Furthermore, candidates learn about and practice creating scaffolding materials and using assistive technologies to meet the specific language needs of all learners. For example, throughout the year the Graduate School of Education’s Office of Innovation and Technology hosts technology seminars for STEP candidates. In these seminars candidates explore technology as a means for creating equity within the classroom. Candidates explore, for example, assistive technologies that might help students meet the language demands of a tasks while accessing the content.

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<th>Research-based content literacy includes:</th>
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<td>• <strong>Vocabulary development</strong> of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:</td>
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<td>In EDUC289: The Centrality of Literacies in Learning &amp; Teaching candidates spend considerable time analyzing texts, and specifically what makes texts difficult or complex. Candidates analyze how students comprehend vocabulary in variety of texts, depending on the works’ syntactical and morphological complexity. The course’s emphasis on students’ understanding of vocabulary underscores the course’s focus on having candidates reflect on the literacy demands in their classrooms. Candidates must reflect on whether those literacy demands align with research-based understandings of how students understand vocabulary, the range of learners in their classrooms, as well with their content-specific goals. Candidates consider, and practice in the classroom, what vocabulary they should front-load versus what vocabulary students will be able to understand using strategies for comprehending vocabulary in context. Indeed, candidates learn the importance of choosing vocabulary carefully. Candidates also explore strategies for introducing and solidifying students’ understanding of vocabulary, and with their subject-area groups, consider the limitations and affordances of each strategy.</td>
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<td>As mentioned above, in EDUC289: The Centrality of Literacies in Learning &amp; Teaching candidates consider, and then practice in their own classrooms, what vocabulary they should front-load versus what vocabulary can be understood in context. Indeed, candidates learn the importance of choosing vocabulary to introduce carefully. Candidates explore strategies for introducing and solidifying students’ understanding of vocabulary, such as using derivations from Greek, Latin and Anglo-Saxon roots, as well as affixes and, where applicable, derivations and cognates with students’ home languages. With their subject-area groups, candidates consider the limitations and affordances of all vocabulary strategies, including the use of derivations. Candidates learn and practice using these strategies with different learners, in order to understand which students are helped by these strategies and which contexts are most appropriate for these strategies.</td>
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<td>- learn new and important content vocabulary and review cumulatively and periodically during the school year</td>
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<td>- read independently (at skill level) in the content areas in order to promote vocabulary development</td>
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<td>- use of context clues, apposition, and word structure/analysis</td>
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- **Academic language**
appropriate to the subject that allows students to read, discuss, interpret, and understand content area documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:

| - read and write using a wide variety of texts (e.g., evaluating, synthesizing, and analyzing articles and books for research) | In **EDUC289**: The Centrality of Literacies in Learning & Teaching, candidates examine a variety of texts in their subject area and reflect on the affordances and drawbacks of each text. Candidates also reflect on how to select texts that have challenging subject-matter content, but which are also accessible enough for students to discuss them. For example, science candidates have an opportunity to explore how students make sense of technical science writing, figures, and lab instructions. These candidates are asked to consider their instructional goals and their students’ needs as they analyze what types of materials and strategies work best. They are also asked to consider the different skills and supports students will need in order to read and write about these varied texts. Candidates learn to organize instruction that incorporates a number of different writing formats (e.g., Cornell notes, graphic organizers) that lend themselves to evaluating, synthesizing, and analyzing texts. Candidates practice using a variety of texts with their students during their clinical placements, and reflect on the process. The Curriculum and Instruction sequence and the clinical placements build upon and reinforce content learned in the course. For example, **EDUC262B**: Curriculum and Instruction in English provides a theoretical framework and practical strategies for teaching literature. Candidates explore fundamental questions about the teaching of reading and literature, including what it means to teach and understand literature, how to decide what texts to include in the curriculum and what to teach through those texts, and how to teach reading skills and strategies to struggling readers. Course readings provide a framework for the teaching of literature and introduce teaching strategies that help students understand the purposes and characteristics of the major genres of literature. |
| - use professional language from a variety of sources | In **EDUC289**: The Centrality of Literacies in Learning & Teaching, candidates discuss how students in their classrooms are making sense of texts and provide evidence (from transcripts, videos, etc.) to directly support their observations. Candidates discuss and choose texts that will expose students to academic and content language. With their students, candidates then practice creating discussions and exercises in which students can analyze the texts, formulate arguments about the texts, and defend their arguments; thus, candidates employ a variety of strategies to introduce and cement students’ use of professional language within and around texts. In their curriculum and instruction courses, candidates practice incorporating professional language in meaningful ways as they examine a variety of subject-specific texts. |
| - initiate and participate in discussions that extend their academic language | As mentioned above, in **EDUC289**: The Centrality of Literacies in Learning & Teaching candidates discuss and choose texts that will expose students to academic and content language. With their students, candidates then practice creating discussions and exercises in which students can analyze the texts, formulate arguments about the texts, defend their arguments, and practice using academic language in context; thus, candidates employ a variety of strategies to introduce and cement students’ language students from these texts. Indeed, candidates use discussion as an arena in which students may continue to understand the text, as well as an arena in which students may learn and build on their academic language. In the curriculum and instruction courses, candidates practice strategies to integrate academic language into discussions of the content. In **EDUC284**: Teaching and Learning in
Heterogeneous Classrooms candidates engage in an examination and implementation of participant structures, the design of group-worthy learning tasks, and the emphasis on equal-status participation. In this course, candidates further explore the classroom conditions that increase overall interaction in the classroom and individual participation by all students.

EDUC284: Teaching and Learning in Heterogeneous Classrooms supports the content of EDUC289: The Centrality of Literacies in Teaching and Learning. In this course, candidates further explore the classroom conditions that increase overall interaction in the classroom and individual participation by all students through the examination and implementation of participant structures, the design of group-worthy learning tasks, and the emphasis on equal-status participation.

### - engage in independent reading from a variety of sources

As candidates consider, articulate, and refine the literacy demands of their classrooms, they consider their students’ independent reading as one strategy for promoting students’ vocabulary development and exposure to a variety of sources. Candidates also learn about the affordances and limitations of different kinds of reading sources (e.g., news articles, subject-specific magazines and web materials) that might be appropriate independent reading material for students in their classes.

The use of independent reading ties to EDUC289: The Centrality of Literacies in Learning & Teaching’s (and the program’s) emphasis on guiding candidates to make informed choices about how to structure their classrooms and what texts to use. Candidates practice using formative assessments to understand what students are learning and therefore what additional texts to use. Given these materials and students’ understandings, candidates determine whether individual vs. group reading is appropriate, and differentiate this instructional format, given their students’ needs. Many clinical sites practice Sustained Silent Reading (SSR) so candidates see the benefits of those in their classroom setting.

In subject-specific curriculum and instruction classes, candidates further explore strategies for encouraging students to read independently. For example, through an exploration of rigor in EDUC262C: Curriculum and Instruction in English candidates consider the tension between teaching students to love reading and teaching students to analyze complex texts. Candidates explore ways to achieve both goals by balancing student choice of texts with assigned texts, and by varying organization of reading through the use of whole class texts, small group texts, and individual texts. In EDUC262B: Curriculum and Instruction in English as candidates complete the Planning Around a Text assignment, they consider both student interest and features of the text that support these instructional goals. Candidates also learn the importance of matching texts to readers in an effort to develop independent reading habits. Furthermore, candidates explore strategies, such as suggested vacation reading lists or displaying recommended books similar to required texts, in order to cultivate students’ independent reading habits.

- **Reading comprehension** strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information,
<table>
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<th>Candidate activities</th>
<th>Description</th>
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<td>build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:</td>
<td>- experience a variety of informational texts reference works, including but not limited to magazines; newspapers; online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in <em>Recommended Literature, Pre-Kindergarten Through Grade Twelve</em>. Candidates explore a wide range of texts in their content area and reflect continually on text selection, with special emphasis on informational text. In <strong>EDUC289: The Centrality of Literacies in Learning &amp; Teaching</strong>, instructors highlight the opportunities various texts present to have students encounter new content. Candidates learn about the affordances and limitations of different kinds of reading and reference sources (e.g., news articles, subject-specific magazines and web materials). Additionally, candidates reflect on and practice engaging their students with different types of texts. For example, Secondary Science candidates consider differences between teaching a narrative text on life cycles, versus a technical text with diagrams. Candidates explore and compare what each piece provided, teaching strategies that might be applicable, and how students might face different challenges with each text. The curriculum and instruction courses asks candidates to prepare lesson plans in which they using a variety of texts and resources. For example, throughout the EDUC268A, B, and C: Curriculum and Instruction History-Social Science sequence (see syllabi), candidates work with and learn to use a variety of materials that illustrate different cultural perspectives from varied genres of historical documents and artifacts, and develop lesson plans that showcase these different cultural perspectives. In <strong>EDUC268B: Curriculum and Instruction in History-Social Science</strong> candidates focus on how to locate primary and secondary sources representing a variety of cultural perspectives when studying topics like World War II. Candidates wrestle with the notion that no source is truly devoid of culture. Candidates then go through the process of identifying and analyzing the role of culture in sources' attitudes towards the war in order to then consider strategies for making make cultural perspectives in texts, particularly those perspectives that seem culturally neutral because they are similar to students’ own perspectives, explicit to students. Candidates also learn and practice strategies for adapting primary and secondary sources so that these materials are accessible to diverse groups of students. In particular, candidates focus on developing and presenting to students materials that match the reading levels and learning styles of students with whom they are working in their teaching placements. Furthermore, candidates examine text structures explicitly. For example, they study diagrams, such as charts within newspaper articles, and discuss academic research and their own observations on how students make sense of visuals within a text. Candidates consider things such as points of ambiguity and the relationship between the diagram and the text in order to understand the challenges and information such diagrams might present to students.</td>
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<td>- develop critical-thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original</td>
<td>STEP Secondary teacher candidates learn how to support students in analyzing texts. They examine research-based strategies on how to guide students in synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration. They also learn how to frame their discussion of chosen texts in order to better facilitate students’ use of these critical thinking skills. Additionally, candidates are asked to reflect on their ability to facilitate these skills for their full range of learners. In their <strong>Final Reflection</strong> for <strong>EDUC289: The Centrality of Literacies in Learning &amp; Teaching</strong>, candidates examine their own use of language in discussions with students, and reflect on instances in which they facilitated students’ use of critical thinking skills, as well as instances in which they could have employed different strategies to support and affirm students’ use of these skills.</td>
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analysis, evaluation, and elaboration)

Curriculum and Instruction courses provide candidates with discipline-specific examinations of and strategies for teaching critical thinking skills. For example, in both EDUC264B: Curriculum and Instruction in World Languages and EDUC264C: Curriculum and Instruction in World Languages (fall and winter quarters), candidates teach lessons in their placements and then reflect on their teaching on their teaching. In the winter quarter, candidates collect and categorize formal assessment data from their students and reflect on the efficacy of their teaching. In these assignments candidates must provide evidence that students are thinking critically and learning the desired content. Candidates explore their conceptions of critical thinking, and discuss how students of varying communicative abilities might demonstrate such thinking in oral and written communication.

- develop comprehension skills through writing (e.g., writing reports on historical investigations), speaking (e.g., delivering multimedia presentations), and listening (e.g., identifying logical fallacies in oral arguments)

In EDUC289: The Centrality of Literacies in Learning & Teaching candidates learn how to support student comprehension via discussion on subject-area texts and critical examination of peers’ arguments, including identifying logical fallacies in these. Candidates explore strategies for guiding students in demonstrating comprehension by having students present on texts, actively listen to and critique peers’ arguments, and having students create and support their own arguments. Candidates practice these discussion skills in their placement, and reflect on the effectiveness of various strategies in their classroom contexts in course assignments.

Candidates learn strategies for helping students develop and demonstrate their comprehension of texts by having students write about the texts using a variety of formats appropriate to their content area (for example, candidates experiment with having students write an “exit slip” about a historical time period that has been read and discussed and then consider the information about student learning that they have gleaned from the slip). Candidates also explore the oral-written transfer, or how to support a range of students transfer oral arguments into written texts and vice versa, given the students’ strengths, comfort in writing or speaking, and areas for improvement. In addition, candidates learn how to connect writing and speaking for students—how to build on students’ strengths in one area in order to help them demonstrate comprehension in the other. The curriculum and instruction courses (see syllabi) provide candidates with discipline-specific contexts in which to practice and further these skills.

• Writing that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:

Candidates learn how to use writing as an instructional tool for students’ understanding in a given content-area. In EDUC289: The Centrality of Literacies in Learning & Teaching, candidates explore the oral-written transfer, or how to support a range of students transfer oral arguments into written texts and vice versa, given the students’ strengths, comfort in writing or speaking, and areas for improvement. Candidates learn strategies for helping students demonstrate their comprehension of texts and other subject matter by having students write about the texts and subject matter. Candidates also learn how to connect writing and speaking for students—how to build on students’ strengths in one area in order to help them demonstrate comprehension in the other. Also, as candidates explore various types of texts with students (newspaper articles, first hand accounts, signs, etc.) candidates are encouraged to make explicit the norms of writing in these different genres, as an introduction for students into the many forms of writing within a given content area.

Additionally, in the curriculum and instruction sequence (EDUC262A, B, and C: Curriculum and Instruction in English; EDUC268A, B, and C: Curriculum and Instruction in History-Social Science; EDUC263A, B, and C: Curriculum and Instruction in Mathematics; EDUC267A, B, and C: Curriculum and Instruction in Science; and EDUC264A, B, and C: Curriculum and Instruction in World Languages) (see syllabi) candidates practice using writing in discipline-specific contexts and formats. Candidates have numerous opportunities to examine different genres within their specific fields, to discuss the mechanics of these genres and how to instruct students.
- develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., support for all statements and claims through the use of anecdotes, descriptions, facts, statistics, and specific examples) and the extension of strategies (e.g., note taking, outlining, and summarizing)

- apply the general strategies of organization, focus, revision, and research methodology described in the writing standards

- establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus

In their placements and in **EDUC289: The Centrality of Literacies in Learning & Teaching**, candidates learn how to support students in now to use writing tools and strategies (e.g., graphic organizers, Cornell notes, outlining) to organize and focus their thinking in preparation for more formal writing. Candidates examine how students can be supported in effective use of evidence, including discussion of what kinds of supporting documentation/argumentation might be more or less effective.

Within the curriculum and instruction sequence, candidates examine what kinds of evidence are appropriate within their particular discipline. Candidates then explore research-based pedagogical strategies to support students in providing documentation for their ideas in writing within a specific discipline. For example, in the EDUC268A, B, and C: Curriculum and Instruction History-Social Science sequence (see syllabi), candidates focus on students’ historical thinking, namely students’ ability to evaluate the reliability of historical sources, to corroborate evidence across primary and secondary sources, to consider historical artifacts within and across unique historical contexts, and to support claims with evidence from primary and secondary texts. However, in EDUC263A, B, and C: Curriculum and Instruction in Mathematics course sequence (see syllabi) candidates attend to their own writing, as well as to students’ output. Because this discipline requires that students understand and write basic mathematical computations, concepts, and symbols, in order to use those symbols to solve problems, candidates spend considerable time discussing different ways that teachers need to attend to mathematical precision, such as particular ways of writing on the board and correct usage of the equal sign. Candidates also discuss how to support students in their mathematical writing, including the precise graphic representation of symbols and how to aid students in writing out facts and processes when solving mathematical problems. In other words, the program recognizes that though some strategies for organizing writing may be used across disciplines, other strategies and skills, especially those involving providing supporting evidence are discipline-specific.

In **EDUC289: The Centrality of Literacies in Learning & Teaching**, candidates learn how to support students in now to use writing tools and strategies (e.g., graphic organizers, Cornell notes) to organize and focus their thinking in preparation for more formal writing.

Within the curriculum and instruction sequence, candidates learn and practice strategies tailored for their discipline but which students may apply across the curriculum. For example, EDUC262A, B, and C: Curriculum and Instruction in English (see syllabi), is taught through a three-quarter sequence. In the first quarter candidates focus on assessment of writing, and consider how to identify patterns in student work that inform instructional choices. In writing, candidates are taught to look for the “logic of errors” to identify non-standard grammar rules that students may follow as well as misconceptions that lead to common mistakes. Candidates also learn strategies for helping students recognize their own common mistakes in writing, and how to structure activities such as peer edits to encourage students to revise their work. Candidates also practice using graphic organizers and other scaffolds at their clinical sites to enable their full range of students to organize and focus their writing.
Throughout the piece of writing, candidates begin to explore issues like tone and consistency in different pieces of writing. Candidates build on these conversations when discussing students’ own writing.

In the curriculum and instruction courses, candidates further explore writing within the discipline, and the subject-specific skills students need to establish and maintain a clear perspective in writing. For example, in EDUC268B: Curriculum and Instruction in History-Social Science candidates spend multiple class periods across the three-quarter sequence candidates sequence candidates developing strategies across for locating and developing materials that illustrate different perspectives on controversial issues in a balanced manner. Candidates learn how to guide students in close readings to identify and analyze a source’s perspective, and bias. In so doing, candidates make evident for students how writers create and maintain a specific tone and focus throughout a text. Candidates then use this context as they engage students in crafting their own pieces in which students attempt to establish tone and perspective as they grapple with and utilize these very sources.

Craft writing at the depth and complexity necessary for their subject matter and grade-level

In EDUC289: The Centrality of Literacies in Learning & Teaching candidates explore a range of writing formats and consider how different formats might lend themselves to different levels of depth and complexity, as well as the appropriateness of these formats in different subjects and grade-levels. For example, candidates examine how informal writing (through “admit slips,”) differs in purpose and complexity from other more formal forms of writing (such as elaborated reports or essays) that might be appropriate for more in-depth exploration of the subject matter. Through these conversations, and accompanying practice at clinical sites, candidates are equipped with a variety of writing exercises and tools to guide students in crafting writing that is appropriate for a range of depths and complexities.

Candidates practice subject-and grade-appropriate writing strategies. For example, the first quarter of the Curriculum and Instruction in English sequence, EDUC262A: Curriculum and Instruction in English, focuses on the teaching of writing using George Hillocks’ approach to structured and systematic writing instruction. Candidates examine the demands of different writing tasks, practice the development of clear and substantive writing tasks, and learn how to provide instructional support to students throughout the writing process. The teaching of writing is tied to reading through the use of model texts, as well as through the use of reading as a motivation for writing, in particular writing in response to texts. Candidates learn to use discussion as pre-writing activity to assist in students’ generation and refinement of ideas and arguments, as well as during peer conferences where candidates learn ways to help students talk about writing. In the second quarter, EDUC262B: Curriculum and Instruction in English, candidates focus on reading and analysis of literary texts and classroom discussions. However, candidates learn how to use writing and speaking in their classrooms as ways to enrich meaning making as well as to communicate ideas about texts.

To present research via multiple pathways in their writing, orally, and through technology, in accordance with their state-standard writing requirement.

In EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject), candidates learn about a variety of technologies that they may introduce into the classroom—from apps to software to ‘low-tech’ supplies—to aid students in presenting their research and arguments—in writing and in speech. Candidates have numerous formal and informal opportunities throughout their yearlong placement to implement and reflect on the usefulness of these technologies—with cooperating teachers,
peers, and supervisors—in aiding students in presenting their research and arguments.

Finally, candidates incorporate multimedia and web resources into the unit plans they create in their curriculum and instruction classes. While the units are built around core texts in their respective disciplines, candidates are required to integrate supplementary texts, including informational texts that provide contextual background to the core text. Many of these supplementary texts are drawn from web resources, and candidates learn to help students find and navigate reliable websites. Candidates reflect on students’ technology needs and access while developing these unit plans; for example, candidates consider how much guidance their students need in identifying research sites and in assessing the reliability of a site. Based on students’ needs and the candidates’ instructional goals, candidates decide how much discussion on technology and research is appropriate during the unit.
### Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

#### Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

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<th>In subjects other than Reading-Language Arts, the preliminary teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) teaching credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, visual and performing arts, physical education, and health. In the program, MS candidates apply the appropriate Teaching Performance Expectations (TPEs) to the teaching of each major subject area. They learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for multiple subject candidates. In each major subject area, MS candidates demonstrate basic ability to plan and</th>
<th>A deep and flexible understanding of subject matter provides a foundation for the pedagogical content knowledge that is the lynchpin of a teacher’s ability to help students engage with the discipline. STEP requires Multiple Subject candidates to complete a series of content-specific courses that address key content areas in literacy, math, science, and history/social science: EDUC228E-G: Becoming Literate in Schools (three courses; see Program Standard 7A for more information), EDUC263E-G: Quantitative Reasoning and Mathematics (three courses), EDUC267E-F: Development of Scientific Reasoning and Knowledge (two courses), EDUC228H: Literacy, History, and Social Science (one course), and EDUC219E: The Creative Arts in Elementary Classrooms (one course). Health and physical education are addressed as a component of the four course series, EDUC246E-H: Elementary Teaching Seminar. (See syllabi.) These curriculum and instruction courses contribute significantly to the development of candidates’ content knowledge across all of these disciplines, as well as pedagogical content knowledge, and appropriate instructional approaches relevant to each of the content areas. This collection of courses and related field experiences help candidates learn to make content, particularly state-adopted content materials, accessible to students who come from many different backgrounds and have a variety of strengths, needs, and interests. The courses also engage candidates in developing discipline-specific theoretical frameworks for teaching and learning; selecting, revising and designing appropriate curricular materials; crafting individual lessons, instructional sequences, and unit plans; practicing various instructional approaches; and assessing and analyzing student work. For example, assignments often require candidates to videotape their teaching at clinical sites and then to analyze video segments using the key ideas and frameworks of a course. These assignments are evaluated by a combination of instructors, cooperating teachers and STEP supervisors, who look for evidence that candidates are able to plan and implement subject-specific instruction for a wide range of students. Furthermore, these courses allow candidates to examine skills and concepts that students use across subject areas. For example, in the EDUC263E, F, and G: Quantitative Reasoning and Mathematics I, II, III sequence (see syllabi), as candidates explore instructional techniques for teaching word problems, they also examine the literacy demands posed by such problems and discuss how to help their students meet these demands across subject areas. Indeed, the major assignments for these courses, as well as course grades in the curriculum and instruction sequence, provide a varied body of evidence from which to assess the development of each candidate’s professional growth and readiness for the responsibilities of classroom teaching as delineated by the Teacher Performance Expectations and the California Standards for the Teaching Profession.</th>
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implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

8A(a) Mathematics. During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them 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 to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students

Multiple Subject candidates complete a three-course sequence (EDUC263E,F, and G: Quantitative Reasoning and Mathematics I, II, III) that provides a coherent set of experiences for mathematics teaching and learning in elementary schools (see syllabi). The focus of these courses is building connections among the different types of knowledge necessary for mathematics teaching and learning—e.g., knowledge of content, state adopted standards, student learning, learning theories, instructional pedagogies and assessment practices.

Multiple Subject candidates have many opportunities to become familiar with the California state adopted content standards, including the Common Core State Standards (CCSS), and they explore state adopted standards and materials in designing and implementing lesson plans in their clinical placements. Indeed, candidates have opportunities to explore and utilize the adopted CCSS, with a particular emphasis on the mathematical practices that underlie the work of the CCSS.

In their coursework and clinical placements, candidates develop a repertoire of teaching approaches, tasks, and strategies that support K-8 students in solving complex problems and applying mathematical knowledge to new situations. Throughout the three-course sequence candidates discuss problem-based teaching, including how to balance concept-building activities with skill-oriented practice. Candidates also collaborate to co-plan problem-based lessons that use novel and complex problems and incorporate teaching approaches that support elementary students’ exploration of mathematical concepts and skills. For example, in EDUC263F: Quantitative Reasoning and Mathematics II candidates work in small groups to plan a series of two to four lessons, videotape the implementation of these lessons, and assess student understanding before, during, and after this learning segment (see assignments). Candidates also examine curricular and lesson materials and learn to draw upon appropriate resources in building their math programs.

Teaching students to solve problems using multiple strategies is a central focus of the three-course sequence. Candidates learn about many facets of the teacher’s role: selecting and designing worthwhile mathematical tasks; identifying the cognitive demands of different tasks; comparing these demands to students’ cognitive development; considering students’ prior knowledge and experiences; and developing appropriate teaching strategies, including those that enable the differentiation of tasks. Indeed, candidates learn the value of designing mathematical tasks that incorporate students’ learning strengths and needs as well as making applications to real-world problems and situations in which math may be used. Each week the instructors sequence models
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 encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

and use problem-based teaching to invite the candidates to employ multiple strategies themselves; candidates are in turn expected to use the similar approaches when teaching their own elementary students (see syllabi and assignments).

As noted earlier, candidates videotape their own classroom teaching, bring the footage back to class, and evaluate and reflect upon these teaching experiences with colleagues. Candidates explore how some problems are better suited for problem-based teaching than others, and they learn not only how to choose problems that invite multiple entry points, multiple strategies, and multiple exit points, but also how to facilitate elementary students’ mathematical learning in problem-rich settings. Throughout the curriculum and instruction sequence, candidates learn the value of differentiated learning opportunities, entry points, strategies for exploring mathematical ideas and problem solving in order to successfully reach the full range of learners. Candidates also explore how seemingly straightforward problems are actually quite complex, and may be interpreted differently by different learners.

In the EDUC263E, F, and G: Quantitative Reasoning and Mathematics I, II, III (see syllabi) sequence candidates explore how to balance teaching students basic mathematical computations, concepts, and symbols with developing students’ ability to solve complex, real-world problems using mathematical reasoning. As examples, candidates learn about and practice the following: introducing mathematical skills and concepts in ways that are accessible to the specific needs and learning styles of their students; teaching skills that students may apply to problems of increasing complexity; making connections between different problems so students understand how and when to apply various mathematical skills and concepts; and selecting and sequencing problems that are novel but which also allow students to draw from their growing mathematical “tool kit.”

Teacher candidates read and discuss current research findings about how elementary students learn mathematical concepts. As candidates experience math problems themselves they consider challenges that elementary students commonly encounter when they learn new concepts. Course activities, readings, and discussions help teacher candidates understand typical student learning trajectories and common misconceptions that emerge in students’ efforts to solve problems. In all three courses teacher candidates conduct observations and interviews in their placement classrooms with students who have varying levels of mathematical understanding. The candidates analyze the results of these interviews, compile student assessment summaries, and determine how these findings would inform subsequent instruction. Candidates’ instructional plans, assessments of student learning, and written reflections demonstrate their ability to clarify common mathematical misunderstandings. Candidates also discuss and, in their clinical practice, practice creating environments that encourage and welcome students with varying levels of comfort with mathematical thinking. Candidates also have numerous formal and informal opportunities to talk with their cooperating teachers, STEP supervisors, and peers about the affordances and limitations of various strategies—such as groupwork, pair share, and individual work—geared to encouraging students’ positive orientation to math.

Finally, in EDUC263E, F, and G: Quantitative Reasoning and Mathematics I, II, III (see syllabi) candidates learn different forms of assessment and how these approaches help teachers with lesson planning, teaching, and evaluating student learning. The course supports candidates to design, assess, and discuss student learning using a variety of formative and summative assessments. As noted above, candidates learn how to choose appropriate problems and practice to guide their students to meet their learning goals. Across the course sequence, candidates are required to develop, implement, assess and reflect on lessons designed to support students’ skills and mathematical understandings. In addition, candidates’ clinical work in their placement schools provides regular opportunities to design, select, and adapt problems and practice to meet the learning needs of their students and to draw upon state adopted curricular materials.
| 8A(b) Science | Multiple Subject candidates complete EDUC267E and F: Development of Scientific Reasoning and Knowledge I and II which prepares them to teach the state-adopted content science standards. The courses draw on the National Research Council's 2007 report *Taking Science to School: Learning and Teaching Science in Grades K-8*, which asserts that content and scientific practice are inextricably linked in science, as well as to the *Next Generation Science Standards* which have been adopted by California and 25 other states. The instructor therefore intertwines content and practices throughout the course. Indeed, this course focuses on helping candidates build an understanding of some core ideas and practices in science and learn how to engage students in the study of those ideas. Over time candidates have opportunities to design science instruction that they implement in their placement sites to practice integrating the content standards and scientific practices and investigations.  

The primary purpose of the course sequence is to provide experiences in which candidates encounter phenomena and investigations in ways that increase their own understanding of those objects, concepts and practices. Therefore, candidates encounter objects and phenomena, investigations and experimentation, and scientific practices such as engaging in argument from evidence, constructing explanation, and analyzing and interpreting data. EDUC267E and F: Development of Scientific Reasoning and Knowledge I and II also aims to increase candidates' capacity to articulate those understandings to students. Therefore, the instructor uses subject-specific teaching methods to model how to engage elementary students with the key ideas and skills outlined in the science standards. For example, after modeling these strategies, the instructor then debriefs the activities with candidates to help them develop the pedagogical content knowledge necessary to enact science investigations with students. Candidates learn to explain to students what they have encountered, first in everyday language and then in the appropriate academic and scientific language of the content standards. Candidates also learn to engage young students in the eight scientific practices and to help students generate meaningful scientific questions. They also develop content materials and pedagogical tools to support these important questions.  

Candidates also explore the relationships between the details of content standards at various grade levels (the characteristics of living things, for example) and the major concepts and principles in science, such as genetics, ecology, and evolution. The first course assignment, for example, requires candidates to create a concept map of one content area from the science standards. Candidates are also required to design and implement pre-assessments of student knowledge and understanding of scientific phenomenon in classroom teaching placements and then design related lessons and post-assessments based on the strengths and needs of their students. Thus, candidates wholly integrate assessment into their instruction, and tailor their discussions of scientific concepts and principles to the specific context of their classroom and needs of their learners.  

Candidates also participate in laboratory and field activities, which provide opportunities for candidates to consider ways to support students to ask meaningful questions and conduct careful investigations. Through these activities, candidates begin to understand the demands of scientific investigation—such as the difference between precision and accuracy, and the importance of both when conducting measurements—and explore how to introduce and cement these ideas in their classrooms in ways that are accessible to the full range of learners. |
|---|---|
| 8A(c) History-Social Science | Multiple Subject candidates complete the required course EDUC228H: Literacy, History, and Social Science to prepare them to teach the state-adopted content standards and frameworks. In this course, candidates draw upon the California History-Social Science Framework and Standards, as well as the Common Core State Standards for ELA and Literacy in History/Social Studies.  

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Candidates engage with current research in elementary history/social science instruction, learn historical reading and writing strategies, and learn to support elementary students’ engagement with primary sources. Candidates learn and practice specific thinking routines that they can use with their students to support their analysis of primary sources, such as “see-think-wonder” for K-3 students, and sourcing and cross-checking skills for grade 4-5 students. Indeed, candidates help students investigate a variety of grade-appropriate texts in order to develop their basic analytic thinking skills and their ability to probe and question sources.

The use of timelines and maps is explicitly addressed in the course and these are introduced as indispensable tools for helping students understand that the ‘where’ and the ‘when’ always matter when it comes to understanding history and social science events and sources. Candidates read a selection from Walter Parker’s *Social Studies in Elementary Education* using maps and globes, and Elise Fillpot’s explanation of constructing a class timeline. Candidates also engage in a group activity in which they discuss the scaffolding necessary to use these tools with different age-grades. Candidates then sketch a lesson using the tools they have discussed.

Candidates are also explicitly introduced to ways to teach concepts and practical ways to both embed multiple perspectives and accounts into their teaching to help students understand that this is a key facet of this discipline (e.g., through the use of literature and using multiple accounts of the same event, combining literature with non-fictional sources, and using multiple genres of sources in tandem, such as text and images.) Candidates also explore a range of materials that may be used in the teaching of history/social science, such as digital archives and other technological tools. Candidates analyze video of accomplished teachers engaging elementary students in meaningful History-Social Science activities using these materials and then discuss what tools and strategies might be relevant for their classroom setting.

During the course, teacher candidates develop a strong conceptual framework for understanding history and its role in promoting students’ academic and citizenship skills and knowledge. Candidates become familiar with instructional approaches, tools, and resources for integrating history lessons into their curriculum (see above for some examples). Other approaches include “inquiry lessons,” Socratics, and texts such as Zarnowski (see syllabus). Also, in conjunction with courses like the EDUC228E, F, and G: Becoming Literate in School I, II, and III sequence (see syllabi), we help candidates understand that history is inseparable from literacy, and therefore history inherently integrates other disciplines. For example, in one exercise, candidates take a lesson plan and modify its literacy demands and tasks to meet the needs of different age groups and learners. Candidates also begin to embrace history as an engaging and worthwhile subject of study for young students, as well as an important vehicle for developing students’ analytic and literacy skills.

Finally, as part of their field experiences, candidates are also required to design and implement a lesson plan or set of related lessons including appropriate standards based content, instructional plans and assessments of student learning. Assignments for the course include the development of a lesson that meets the criteria for PACT Teaching Event in which candidates engage their students in analysis. This is a culminating assignment in which candidates must determine how to teach discipline-specific content and analysis to a particular group of students. This assignment allows candidates to translate and put into practice key concepts, analytic strategies, and content knowledge that is specific to the needs and development of a defined group of students.

| 8A(d) Visual and Performing Arts. During | Multiple Subject candidates take a course in the arts, EDUC219E: The Creative Arts in Elementary Classrooms. In this course candidates develop an understanding of the role of the arts in elementary education. The course provides candidates with hands-on experiences with visual and performing arts media and allows them to examine original works of art in ways that are |
### 8A(e) Physical Education.

During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in physical education. They guide students in achieving the goals of the development of a healthy lifestyle, including physical activity, through a variety of formal and informal activities in university coursework and in field experiences. Two sources comprise the physical education component of the STEP curriculum:

1. Candidates are expected to teach all curricular areas, including physical education, in their student teaching placements. Early in the program, candidates learn about and participate in physical education lessons as part of the STEP/Sunnyvale Summer School program. Through these early and continuous field placements candidates recognize the centrality of physical education in the elementary setting and practice communicating the rules and strategies of various sports to a variety of students.

2. Additionally, in the physical education module in EDUC246F: Elementary Teaching Seminar, candidates review relevant state content standards and curriculum frameworks. In this course candidates also inventory the programs, resources, and opportunities provided by their fall placement schools and districts related to student health and physical education. They share lesson plans and activities from their clinical experiences with one another and engage directly in opportunities to orchestrate and enact these programs, focusing on the instructional strategies necessary to involve students across grade and skill levels in various physical education programs and opportunities. Candidates also explore the ways in which they can make the physical education classroom a safe space for all students—including those who are not comfortable with physical activity, those who are unable to perform...
motor skills and abilities in students, developing student recognition of the importance of a healthy lifestyle, developing student knowledge of human movement, student knowledge of the rules and strategies of games and sports, and student self-confidence and self-worth in relation to physical education and recreation.

| 8A(f) **Health.** During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Health. They guide students in achieving the goals of the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, understanding of the process of growth and development, and informed use of health-related information, products, and services. In the program, candidates learn how to interrelate ideas and information within and across health | certain activities, or those who are unfamiliar with particular games and sports. With the guidance of their STEP supervisors and cooperating teachers, candidates practice various strategies for including all students. The physical education module in EDUC246F: Elementary Teaching Seminar also addresses the appropriate development of children’s motor skills, rules and strategies for successful implementation of physical education experience, and healthy attitudes and lifestyles in relation to physical education, recreation, and lifelong health. | The Health Education module within EDUC246F: Elementary Teaching Seminar is designed to meet the state requirements for health education for Multiple Subject candidates. This module covers contemporary health issues that affect the elementary classroom and the integration of those issues into the classroom curriculum. Candidates consider the content standards for health, learn about relevant educational policies and legal responsibilities of educators, and examine developmentally appropriate health education materials to guide students in taking care of their own health and respecting the health needs of others. Relevant assignments include the following: (1) an inventory of school and district health and physical education programs and resources in the fall placement sites, and (2) a description of Risk Reporting procedures and processes for mitigating and reporting harassment, discrimination and bullying at the placement school site. Multiple Subject candidates also enjoy a unique opportunity once each quarter to work in the garden and kitchen of Jesse Cool, a local chef and pioneer in the sustainable food movement in the course EDUC267G: Integrating the Garden Into the Elementary Curriculum. This mini-course uses the garden and kitchen environments to provide teacher candidates with real-world contexts in which to explore some of the key issues that children face in health, nutrition, and sustainability. Sessions occur once a quarter and center on a particular theme and subject matter. Teacher candidates gain an understanding of how to integrate the various themes with Multiple Subject appropriate content areas and standards, including life science, history/social science, math, and literacy. Candidates also gain an appreciation for the importance of addressing children's health needs in an era when the country is facing increased obesity and other health problems in young children by learning the skills needed to support gardening, cooking and other health related activities in the elementary classroom. Teacher candidates leave the course with ideas and models on how to continue or modify this type of work for their own school sites. As a final assignment for the course, candidates design a related lesson for their student teaching placement as a way to bridge the knowledge and skills they develop in the course to the context of their teaching placements and their own K-8 pupils. |

| 75 |
science and other subject areas.
**Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates**

In the subject to be authorized by the single subject teaching credential, the preliminary teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (a) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (b) the basic principles and primary values of the underlying discipline.

| A deep and flexible understanding of subject matter provides a foundation for the pedagogical content knowledge that is the lynchpin of a teacher’s ability to help students engage with the discipline. STEP requires Single Subject candidates to complete a three-quarter sequence of curriculum and instruction (C&I) courses in the specific content area for which they are being credentialed. The C&I contribute significantly to the development of candidates’ pedagogical content knowledge. They help candidates learn to make state-adopted content standards accessible to students who come from many different backgrounds and have a variety of strengths, needs, and interests. The courses also engage candidates in developing discipline-specific theoretical frameworks for teaching and learning; selecting and designing appropriate curricular materials; crafting individual lessons, instructional sequences, and unit plans; practicing various instructional approaches; and analyzing student work. Furthermore, in these courses candidates critically examine the major principles of their disciplines. For example, a primary focus of the EDUC268A, B, and C: Curriculum and Instruction History-Social Science sequence is the teaching of history, and candidates consider what history is and how it differs from students’ everyday notions about the past. Candidates grapple with how historical knowledge is made, why historians change their minds, and how new historical questions develop. Similarly, a focus of the EDUC267A, B and C: Curriculum and Instruction in Science sequence is to dispel the notion that there is a singular scientific method. The course aims to challenge that myth by ensuring that candidates engage in different forms of scientific inquiry such as conducting fieldwork, classifying specimens, and undertaking standard hypothesis testing. Candidates participate in experiments and practice the scientific language and inquiry that they may use with their own students. Assignments for all curriculum and instruction courses often require candidates to videotape their teaching at their clinical placements and then to analyze video segments using the key ideas and frameworks of the course. The major assignments for these courses, as well as course grades in the curriculum and instruction sequence, provide a varied body of evidence from which to assess the development of each candidate’s pedagogical content knowledge and understanding of the principles of his/her discipline.

In addition, all Single Subject candidates complete clinical placements throughout the STEP year. These placements complement STEP coursework and are the sites in which candidates implement, modify, and analyze the instructional strategies and materials about which they learn in the STEP classroom. In the summer, Single Subject candidates complete subject-specific teaching assignments at Buchser Middle School. As a first placement, this five-week summer school setting offers candidates immediate access to students and teachers, a place to consider ideas offered in STEP summer courses, and experience working with students of various ages, grades, and backgrounds. Single Subject candidates are assigned to cooperating teachers in the subject areas of humanities, mathematics, science, English language development, and Spanish. During the school year, Secondary candidates participate in their second placement, a year-long assignment in one or two high school classrooms, in which they are supervised by an experienced cooperating teacher. In this placement, candidates have multiple opportunities to practice implementing content-specific methods and materials discussed in their STEP classrooms, to assume increasing instructional responsibility, and to receive feedback and guidance from their cooperating teacher.
The program provides multiple opportunities for each SS candidate (a) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific Teaching Performance Expectations (TPE 1B), and (b) to apply the TPEs to instruction in the subject to be authorized by the credential.

In its curriculum and instruction courses, coordinated with field assignments, STEP provides substantive instruction and supervised practice that effectively prepares each candidate to learn, practice, and reflect on each TPE (Teaching Performance Expectations). Through coursework and fieldwork candidates prepare for STEP’s summative assessment task, the PACT Teaching Event, which is recognized by the state of California as a fair and reliable assessment of teacher performance. The alignment of the CSTPs (The California Standards for the Teaching Profession) and the TPEs, as proposed by the CCTC, comprehensively addresses different domains of practice and pedagogical knowledge.

The TPEs and CSTPs are introduced to candidates during their first week of the program, and throughout the year candidates have opportunities to build their knowledge, understanding, and professional practices for the core PACT tasks (planning, instruction, assessment, and reflection) and to receive appropriate feedback. (See syllabi and assignments for the curriculum and instruction courses and EDUC246C&D: Secondary Teaching Seminar). Accordingly, STEP supervisors use the CSTPs to guide their observations of candidates’ performance in the field, and candidates’ feedback on these observations directly reference the CSTPs and TPEs. Therefore, the CSTPs and TPEs are woven into candidates’ instruction and assessment throughout the program.

The following matrix further demonstrates how the STEP curriculum provides multiple opportunities for each candidate to learn, practice, and reflect on the TPEs.

**Figure 8.1**

**Alignment Between STEP Curriculum and Teaching Performance Expectations**

<table>
<thead>
<tr>
<th>CURRICULUM COMPONENT</th>
<th>TEACHING PERFORMANCE EXPECTATIONS ADDRESSED</th>
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<tbody>
<tr>
<td>STEP Secondary Courses</td>
<td>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</td>
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<td>TPE 3: Interpretation and Use of Assessments</td>
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<tr>
<td>EDUC289: The Centrality of Literacies</td>
<td>TPE 4: Making Content Accessible</td>
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<td>in Teaching and Learning</td>
<td>TPE 5: Student Engagement</td>
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<td>TPE 6: Developmentally-appropriate Teaching Practices</td>
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<td>TPE 7: Teaching English Learners</td>
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<td>TPE 8: Learning about Students</td>
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<td>TPE 9: Instructional Planning</td>
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<td>TPE 12: Professional, Legal and Ethical Obligations</td>
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<td>Course Code</td>
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<tr>
<td>EDUC240</td>
<td>Adolescent Development and Learning</td>
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<td>EDUC263A, B, and C</td>
<td>Curriculum and Instruction in Mathematics</td>
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<td>EDUC262 A, B, and C</td>
<td>Curriculum and Instruction in English</td>
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<td>EDUC264A, B, and C</td>
<td>Curriculum and Instruction in World Languages</td>
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<td>EDUC267 A, B, and C</td>
<td>Curriculum and Instruction in Science</td>
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<td>EDUC268 A, B, and C</td>
<td>Curriculum and Instruction in History-Social Science</td>
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<tr>
<td>EDUC244</td>
<td>Classroom Management and Leadership</td>
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<tr>
<td>EDUC284</td>
<td>Teaching and Learning in Heterogeneous Classrooms</td>
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<td>STEP Elementary Courses</td>
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<tr>
<td>EDUC228E, F, and G</td>
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<tr>
<td>EDUC228H</td>
<td>Literacy, History, and Social Science</td>
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<td>EDUC263 E, F, and G</td>
<td>Quantitative Reasoning and Mathematics I, II, and III</td>
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<tr>
<td>EDUC267E and F</td>
<td>Development of Scientific Reasoning and Knowledge I, II</td>
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<td>EDUC264E</td>
<td><strong>Métodos y Materiales en los Salones Bilingües</strong></td>
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<td>EDUC388F</td>
<td>Introduction to Academic Language</td>
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<td>EDUC219E</td>
<td>The Creative Arts in Elementary Classrooms</td>
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<td>EDUC267G</td>
<td>Integrating the Garden into the Elementary Curriculum</td>
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<td>EDUC244E and F</td>
<td>Elementary Classroom Culture and Management</td>
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<td>EDUC299: Educating for Equity and Democracy</td>
<td>TPE 4: Making Content Accessible</td>
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<td>EDUC285: Supporting Students with Special Needs</td>
<td>TPE 5: Student Engagement</td>
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<tr>
<td>EDUC388A: Language Policies and</td>
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<td>Practices</td>
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<td>CLINICAL WORK</td>
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<td>Teaching Seminar</td>
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<tr>
<td>EDUC246A, B, C, and D: Secondary</td>
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<tr>
<td>Teaching Seminar</td>
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<td>Clinical Placement</td>
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<td>PACT Teaching Event</td>
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<tr>
<td>Task 1: Context for Learning</td>
<td>TPE 7: Teaching English Learners</td>
</tr>
</tbody>
</table>
Task 3: Instructing Students and Supporting Learning

| TPE 1: Specific Pedagogical Skills for Subject Matter Instruction |
| TPE 2: Monitoring Student Learning During Instruction |
| TPE 3: Interpretation and Use of Assessments |
| TPE 4: Making Content Accessible |
| TPE 5: Student Engagement |
| TPE 6: Developmentally-appropriate Teaching Practices |
| TPE 7: Teaching English Learners |
| TPE 10: Instructional Time |
| TPE 11: Social Environment |

Task 4: Assessing Student Learning

| TPE 2: Monitoring Student Learning During Instruction |
| TPE 3: Interpretation and Use of Assessments |
| TPE 4: Making Content Accessible |
| TPE 5: Student Engagement |
| TPE 13: Professional Growth |

Task 5: Reflecting on Teaching and Learning

| TPE 7: Teaching English Learners |
| TPE 8: Learning about Students |
| TPE 13: Professional Growth |

In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, and technologies to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

As discussed in detail below, Single Subject candidates in all content areas have numerous opportunities to plan and organize instruction to help students master state-adopted K-12 academic content standards; use a variety of instructional strategies, materials, and technologies to make content accessible to students; and to relate ideas and subject-matter continue to other lesson units and to other subject areas.

Evidence of how STEP prepares candidates to select and use materials, plan presentations, design activities, relate ideas and subject-matter continue to other lesson units and to other subject areas, and monitor student learning to make state-adopted content standards accessible for all students can be found in the syllabi for multiple courses, including the subject-specific curriculum and instruction courses, EDUC388A: Language Policies and Practices, both EDUC246A and B: Secondary Teaching Seminar, EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject), and, in syllabi for EDUC289: The Centrality of Literacies in Learning & Teaching and EDUC284: Teaching and Learning in Heterogeneous Classrooms. In these courses and others, instructors explain, illustrate, and demonstrate a variety of teaching strategies and approaches so candidates learn about them, see them in action, and begin to use them appropriately. For example, in the EDUC263A, B, and C: Curriculum and Instruction in Mathematics course sequence, candidates observe and discuss different instructional strategies modeled by the instructors for encouraging multiple ways of doing math problems. Similarly, in the EDUC267C: Curriculum and Instruction in Science (winter quarter) strand of the Curriculum and Instruction sequence in Science, instructors utilize a spiraling curricular approach in which candidates are introduced to ideas and revisit them throughout the series. This approach serves as a model for candidates for how to introduce, revisit and reinforce ideas in their own classes.

In addition, candidates explore theoretical underpinnings of instructional models, as well as empirical research on these models, in order to fully understand the applications and consequences of these pedagogical theories in schools. In coursework and in their clinical placements, candidates learn to select and apply models based on their instructional goals and on the readiness and needs of their students. These approaches include conducting whole-class and small group discussions; designing labs and engaging in open-ended inquiry; guiding students in long-term projects and organizing productive small group instruction. For example, both...
EDUC246A and B: Secondary Teaching Seminar in the summer and fall quarters and EDUC284: Teaching and Learning in Heterogeneous Classrooms in fall quarter, stress the importance of making goals of instruction and characteristics of learning tasks compatible with the ways in which the Single Subject classroom is structured.

Candidates engage in analysis and reflection throughout the program, and these practices are modeled frequently by course faculty and cooperating teachers. For example, in all of the subject-specific curriculum courses, candidates spend time exploring what skills and concepts students can apply across disciplines, and the pedagogical tools candidates can use to promote students’ interdisciplinary thinking. In addition, there are several structured opportunities for candidates to reflect deeply about how all aspects of teaching come together to support student learning, including assessment of outcomes based on instructional decisions and alternative courses of action. For example, in STEP Secondary, each of the subject-specific curriculum and instruction course sequences culminates in the design of major curriculum unit that incorporates the importance of assessing alternative courses of action in teaching, selecting appropriate curricular materials, planning presentations, and designing activities, as well as multiple assessments and clear criteria for monitoring student learning. These unit assignments provide evidence of the attention paid to the assessment of student needs, importance of instructional goals, the consideration of alternative strategies, and reflection on prior decisions.

Furthermore, in their subject-specific curriculum and instruction classes, candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom. For example, in EDUC289: The Centrality of Literacies for Teaching and Learning, candidates spend time examining how their own language might be interpreted differently by the full range of learners—including students with disabilities, students on behavior plans, and gifted and talented students—as well as the impact such interpretations might have on student learning. Furthermore, the assignments for the course encourage candidates to describe, rather than evaluate, students’ comments, questions, and reflections. In this way, candidates learn to broaden their understanding of what sense making in different types of learners “looks” like, and to tailor their instruction, assessments, and texts to their students’ styles and needs. Also, in EDUC285: Supporting Students with Special Needs candidates work to create lessons and to build classroom communities that recognize the strengths of individual students, rather than adopting a deficit view of students.

Finally, candidates choose software or other appropriate technologies for the learning targets they identify as part of their lesson planning process. The unit assignment in the subject-specific curriculum and instruction course sequences requires the integration of appropriate technology. Candidates articulate a rationale that supports the selection of the technology and addresses the technology’s relevance, effectiveness, and alignment with content standards. Lesson plans that incorporate technology include the preparation involved in using the specific technological tool or application. For example, do the students need to be taught how to use the technology in order to access the content? How does the candidate plan for that? In lesson plans candidates address relevant factors, such as students’ prior knowledge and the number of available devices.
During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (7-12).

The EDUC263A, B, and C: Curriculum and Instruction in Mathematics course sequence consists of three quarters (summer, fall, and winter). During each ten-week quarter, the course meets each week for three hours. The summer focuses on unpacking mathematical proficiency and examining different pedagogical approaches. The fall quarter builds on this through a detailed focus on establishing norms, determining instructional goals, and designing and implementing formative and summative assessments. The winter quarter is focused on lesson planning and the design of learning segments using the principles of backwards design to ensure alignment between instructional goals, assessments, and opportunities to learn.

Candidates read, discuss, and compare multiple standards documents (California State Standards, Common Core Standards and Progression documents). In all lesson planning and assessment assignments, they map their work to the relevant standards.

Every quarter, candidates discuss common student errors and misconceptions and how to address them in the classroom. Indeed, beginning in summer quarter, and throughout the year, many candidates become introduced to the commonly used phrase “Mistakes are expected, respected, and inspected,” a reminder to be aware of student errors and to transform these errors into learning opportunities.

In EDUC263A: Curriculum and Instruction in Mathematics, candidates discuss levels of cognitive demand of math tasks, analyze math tasks for their cognitive demand, and practice increasing the cognitive demand of tasks. Candidates also analyze and compare curricular materials as instructional resources. In addition, at their summer school placement candidates begin to observe the Common Core Standards for Math Practices, which include “making sense of problems and persevere in solving them.” In summer school candidates begin to see the balance of content specific standards with standards of practice related to learning that content. Also in the summer quarter, candidates discuss and analyze the role of teacher questions and types of teacher questions. Candidates rehearse questioning students in class. Candidates complete the Interview Assignment in which they interview a student to rehearse eliciting student thinking. They then analyze their own questioning of students. Candidates also analyze the questioning techniques of currently practicing teachers through video and observations. Summer school affords candidates the opportunity to observe many math classrooms, to see a variety of “roles” that a math teacher can have in the classroom, as well as observe different ways in which experienced teachers push students’ thinking by the quality and timing of the questions they ask, or do not ask.

Candidates rehearse making sense of student thinking through watching video and looking at student work samples. In the fall quarter, the candidates complete a Formative Assessment Assignment in which they design a formative assignment, implement the formative assessment in their student teaching placements, analyze the data they gather from the assessment, describe whole class patterns in student thinking, and propose next steps based on their observations. Additionally, during the summer quarter, candidates use formative assessments during the week to assess student progress. They then meet with their team of teachers, led by the Cooperating Teacher of their class, to make adjustments to the plans for the upcoming week.

In EDUC263B: Curriculum and Instruction in Mathematics, candidates discuss what makes an effective learning objective, analyze differentially good learning objectives, and write their own learning objectives matched to standards documents. Candidates give feedback on the learning objectives of their peers.
In EDUC263C: Curriculum and Instruction in Mathematics, in the *Learning Segment Assignment* candidates design a learning segment, composed of a sequence of interconnected lessons that build on one another to reach particular mathematical goals for students. Also in the *Learning Segment Assignment*, candidates are asked to anticipate student misconceptions and errors in all parts of their lessons. University supervisors look for clearly articulated learning objectives in lesson plans that they review before conducting formal observations of the math candidates. Supervisors give feedback to candidates on these objectives and help the candidates reflect after the lesson on the outcomes and evidence of whether the objectives were met. These formal observations occur at least three times per quarter, for a minimum of nine formal observations per year. Also in EDUC263C: Curriculum and Instruction in Mathematics, candidates analyze the role of the teacher in leading class discussions on mathematics. Candidates rehearse facilitating discussions on different mathematical topics. In EDUC263A: Curriculum and Instruction in Mathematics, candidates complete the *Number Talk Assignment* in which they practice facilitating a class discussion by leading a number talk with a group of students in their middle school student teaching placement. Candidates observe one other, provide feedback, and write a reflection about their experience. Furthermore, every math candidate has the opportunity, and is required to, conduct at least one or more “number talks” with their summer class. Many candidates go on to utilize number talks with their high school students in the fall.

<table>
<thead>
<tr>
<th>They enable students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them.</th>
<th>In EDUC263A: Curriculum and Instruction in Mathematics, candidates read about and discuss the five interconnected strands of mathematical proficiency (conceptual understanding, procedural fluency, adaptive reasoning, strategic competence, and productive disposition). This research-based conceptual framework for mathematical proficiency is widely used in the mathematical education community and provided the backbone for the development of the Common Core Standards for Mathematics. Therefore, it is taken on as the working definition of mathematical proficiency in the Curriculum and Instruction course. This framework is continually referred to throughout the year with regards to instructional goals, assessment, and lesson design. As mentioned above, in the <em>Learning Segment Assignment</em> candidates must write learning objectives that address multiple strands of proficiency and design instruction to ensure that students have opportunities to develop along the different proficiencies. Finally, at their summer school placements candidates support students to improve their mathematical proficiency by facilitating whole class and small group activities related to Rational Numbers and Problem Solving. Candidates observe and support students’ growth in their understanding of the relationships among fraction, decimals and percents, and help students to construct multiple ways to represent a rational number, using diagrams and stories as well as different expressions of a portion. Also in the summer quarter, candidates experience and watch a particular pedagogical routine that is designed to support number sense and computational fluency. Candidates complete the <em>Number Talk Assignment</em> in which they practice facilitating a number talk with students. They observe each other, provide feedback, and write a reflection about their experience.</th>
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</table>

In the EDUC263C: Curriculum and Instruction in Mathematics quarter, candidates learn about and rehearse using concept maps to organize and connect the big ideas, concepts, practices, and procedures within a particular mathematical content domain. This allows candidates to more clearly specify the mathematics that they plan to teach to students. For example, these concept maps provide a central resource for developing and refining learning objectives for the *Learning Segment Assignment*. Having well-developed and accessible learning objectives allows candidates to better design instruction and assessments and to make more informed choices in classroom interactions.

In EDUC263C: Curriculum and Instruction in Mathematics, the candidates participate in an activity in which they analyze different student solution strategies to a problem and plan for how they might select, sequence, and connect these strategies in a whole class discussion. Candidates also learn about learn about the ways in which students need to attend to precision when forming and
Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.

Candidates first explore guiding students in using mathematical skills with real world problems during their summer placements. Already during the summer school placement where the focus is numeracy development and problem solving, candidates teach students how to read, interpret, plan and solve word problems. This is candidates’ first introduction to the idea, repeated throughout the sequence, that mathematical reasoning is often made richer and more accessible to students when connected to their experiences and prior knowledge.

Candidates continue to explore the application of mathematical reasoning to real-world situations throughout the year. For example, In EDUC263B: Curriculum and Instruction in Mathematics, an expert on context problems facilitates multiples sessions around what makes a productive real world task, as well as ways that technology can be leveraged to increase student engagement and learning. For example, candidates learn how Geogebra, a math software package, can be used to facilitate student exploration of properties of quadrilaterals. Candidates are also required to incorporate technology in at least one of their lesson plans.

Candidates build on their knowledge about authentic real-world tasks in EDUC263C: Curriculum and Instruction in Mathematics, as they analyze and experience a range of contextual math problems that they might use with students. They discuss and analyze the different contexts, representations, and reasoning that will support student learning. This includes discussion of how to relate mathematical tasks to students’ interests and lived experiences. For example, candidates discuss how to build on students informal experiences with circles (e.g., bicycle or car wheels) to launch a unit on properties of circles. Indeed, candidates practice incorporating students’ prior, real-world knowledge in their math lessons.

In EDUC263C: Curriculum and Instruction in Mathematics, candidates also discuss the instructional practice of setting up complex tasks in ways that gives students access to the task without lowering the cognitive demand of the task. Candidates reflect on their own experiences implementing complex tasks in their field placements to better understand the mechanisms through which cognitive demand is changed. They then have opportunities to build on these ideas in their future work around complex tasks in their classrooms.
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.

| When candidates begin **EDUC263A: Curriculum and Instruction in Mathematics**, they write a mathematical history (**Math History Assignment**), in which they reflect on what supports they had as mathematics learners, as well as the ways in which they experienced challenges or difficulties with the subject. Their experiences provide resources for raising issues about safe classroom culture in their field placement classrooms. As mentioned earlier, a significant focus during summer school is building a safe community in which mistakes are welcomed as learning opportunities. To that end, many candidates learn to provide students with a “math hospital” activity in which they analyze what is wrong with a solution shown by an anonymous, sometimes fictional person. Tools like these allow candidates to make mathematical reasoning less intimidating for students.

Early in the course sequence, candidates also watch videos of examples of norm setting. These clips allow candidates to unpack how teachers can establish a productive and intellectually safe classroom culture. This is particularly important since candidates have less responsibility in their placements at the beginning of the year and slowly ramp up responsibility. In the fall quarter, candidates also complete the **Classroom Norms Assignment**. This involves closely observing the establishment of social and mathematical norms for classroom participation and discussion. Candidates analyze and reflect on the process of establishing a safe classroom culture. In the summer quarter, the course instructors also model an activity to establish the norms for productive work in small groups. Classroom culture continues to be a focal point of discussions and activities throughout the three quarter sequence. With instructors, peers, supervisors, and cooperating teachers, candidates regularly reflect on how they continue to establish and maintain classroom culture in their field placements. During both the summer and fall quarters, math candidates are encouraged by their supervisors to observe classrooms and pay special attention to how teachers solicit different perspectives from students, and how teachers refrain from being the “authority” about the mathematical ideas and solutions being posited.

Candidates also discuss different participation structures (e.g., think pair share, small group work, etc.) to promote student engagement and intellectual safety. Candidates include ideas about participation structures in their **Learning Segment Assignment**. Furthermore, a majority of the clinical placements in mathematics are in classrooms in which think-pair-share, groups of four, and whole class interactive lectures occur; therefore, candidates get field experience practicing a variety of structures. Indeed, when selecting placements for teacher candidates, the Director of Clinical Work and the Clinical Associate in mathematics have conversations with prospective cooperating teachers about the need for STEP candidates to be able to practice a variety of learning structures so that they can apply and practice some of the pedagogy they are learning in their Stanford coursework.

Over the three quarter sequence candidates solve a wide variety of different rich mathematical tasks (e.g., growth pattern tasks, tasks involving problematic content for students such as fractions, etc.) (approximately one per week) and discuss multiple solution strategies, possible student approaches, common misconceptions and errors, and ways to implement such problems in their classrooms. Candidates observe and discuss different instructional strategies modeled by the instructors for encouraging multiple ways of doing problems. Candidates are also required to videotape their own teaching at least once per quarter, or three times per year. They then perform a video analysis reflection and subsequently meet with their University supervisor to discuss the videotaped lesson together.

**EDUC284: Teaching and Learning in Heterogeneous Classrooms** supports the content of the C&I sequence through examination and implementation of participant structures, the design of group-worthy learning tasks, and the emphasis on equal-status participation. In this course, candidates further explore the classroom conditions that increase overall interaction in the classroom and individual participation by all students.
In **EDUC263A**: Curriculum and Instruction in Mathematics, candidates experience, analyze, and rehearse number talks as an instructional practice for encouraging multiple solution strategies to math problems. Again, the *Number Talk Assignment* offers an opportunity for candidates to enact and reflect on this instructional practice with students. Candidates also watch videos of different master teachers helping students generate and connect different representations of mathematical ideas. In the *Learning Segment Assignment*, candidates must include tasks that can be solved in multiple ways. Furthermore, they must anticipate and plan for the emergence of multiple methods. Finally, in **EDUC263C**: Curriculum and Instruction in Mathematics, candidates participate in an activity in which they analyze different student solution strategies to a problem and plan for how they might select, sequence, and connect these strategies in a whole class discussion. The candidates are encouraged to teach the learning segment assignment in their placements, which gives them opportunities to work on these skills with their students, as well as practice adjusting the assignment to the specific needs of their students.

They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

In **EDUC263A**: Curriculum and Instruction in Mathematics, candidates discuss productive disposition as one of the five strands of mathematical proficiency. Candidates address all five strands in the lesson plans of their *Learning Segment Assignment* in **EDUC263C**: Curriculum and Instruction in Mathematics. In this course sequence, candidates also read and discuss the Common Core Standards for Mathematical Practice, which includes making sense of problems and persevering in solving them. Furthermore, most candidates teach at schools and in classrooms where the Common Core Standards for Math Practice are posted on walls and utilized routinely.

In the summer and fall quarters candidates read about ideas of fixed and growth mindset in relation to math learning. They also analyze a case of teaching in which the teachers promoted the development of growth mindset through particular teaching principles and instructional design. These discussions consistently offer opportunities for candidates to discuss and reflect on how their own teaching experiences in their field placements is related to the cases of teaching discussed in class.

In the fall, an expert on context problems facilitates multiples sessions around what makes a productive real world task, as well as ways that technology can be leveraged to increase student engagement and curiosity. Furthermore, all math candidates adapt or create their own “group-worthy” tasks based on a real world context related to the specific math content of a given math unit. They do this with a partner as part of an assignment **EDUC284**: Teaching and Learning in Heterogeneous Classrooms.

Finally, in **EDUC263C**: Curriculum and Instruction in Mathematics, through reading about and discussing cases of engaging student interest and curiosity, candidates develop techniques for using mathematical tasks to engage students through appropriate real world or mathematical contexts. In designing lessons for their *Learning Segment Assignment*, candidates have explicit opportunities to introduce these ideas into their own teaching practice. Candidates also have many formal and informal opportunities to discuss their classroom environment and classroom culture with their cooperating teachers and STEP supervisors.

**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**

Candidates discuss proof and justification in mathematics to understand the relationship between the Common Core Practice Standards and the Content Standards. Candidates also rehearse creating and critiquing mathematical arguments. For example, in **EDUC263B**: Curriculum and Instruction in Mathematics, candidates read about a pedagogical routine to support students in constructing and critiquing arguments. They then watch and analyze a video of this routine being enacted in a classroom. They also analyze typical student proofs and justifications. In the *Learning Segment Assignment*, candidates must write learning objectives that map onto the Common Core Practice Standards as well as the Content Standards.
In the course, candidates also read and analyze an integrated geometry and algebra unit that is specifically designed to foster justification. This provides a resource for discussing particular strategies for fostering justification in their own classrooms, such as having students make and justify their own conjectures after exploring in Geogebra, the math computer software.

In EDUC263A: Curriculum and Instruction in Mathematics, candidates discuss the importance of relational understanding (i.e. connections between ideas) in mathematics, and brainstorm the different ways students might demonstrate this type of knowledge. With instructors and peers, candidates reflect on evidence (or lack thereof) of students’ relational understanding in their placements, which allows candidates to unpack what might support the development of this understanding.

Finally, in EDUC263C: Curriculum and Instruction in Mathematics, candidates learn about the ways in which students need to attend to precision when forming and using mathematical definitions. They also discuss different ways that teachers need to attend to mathematical precision, such as particular ways of writing mathematical notations on the board and correct usage of the symbols such as the equal sign. Candidates have regular opportunities to rehearse and practice attending to precision when they share and discuss solutions to mathematical tasks. Depending on the math grade level and course in which they are placed in the field, some candidates have more opportunity to work with definitions, axioms and theorems than others. However, all candidates have the opportunity to observe all math classrooms at their schools and are encouraged to observe Geometry classes and all types of math courses offered at their school site.

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.

In EDUC263A: Curriculum and Instruction in Mathematics, candidates discuss eliciting and interpreting student thinking through teacher questioning. They watch videos of skilled teachers engaging in questioning. In class, they rehearse eliciting and interpreting student thinking. In the Interview Assignment, candidates interview students around a math task, transcribe the interview, and analyze the student thinking and their own teacher questioning.

In EDUC263B: Curriculum and Instruction in Mathematics, candidates read about and discuss various forms of formative assessment. Candidates also read about, discuss, and rehearse how to give productive feedback to students on written work. In the Formative Assessment Assignment, candidates design formative assessments, implement the assessment in their field placements, analyze the data they collect for whole class patterns and patterns within sub-groups. They also propose next steps for their students, based on what they learn. The goal of this activity is for candidates to learn how to design and implement effective assessments, analyze assessment data and adjust instruction based on identified student needs, a central part of teaching. For example, many candidates begin to use short “exit tickets” after their daily lessons at their placements. They then review the student responses and use that data to inform their plans for the warm-up or other activities for their next class.

In the course, candidates analyze different types of summative assessments (tests, performance assessments, projects, etc.). Candidates rehearse designing assessments based on specific learning objectives. In the Learning Segment Assignment, candidates go through the backwards design process, including designing summative and formative assessments. The formative assessments are embedded within their lesson plans. Candidates implement these learning segments and assessments in their field placements. Furthermore, when being observed by their supervisors, candidates are given feedback about and are asked to provide evidence regarding the learning outcomes of the lesson and the assessments used to plan and evaluate the effectiveness of the lesson.

In the fall and winter quarters, candidates analyze different types of rubrics for assessing student work. They rehearse using rubrics as an assessment tool, and they rehearse designing rubrics for a particular task or task type. In the Learning Segment Assignment,
candidates develop their own rubrics to use with their summative assessments. Candidates draft rubrics, receive feedback from their peers on their rubric design, and receive feedback from the instructors. Designing rubrics is a central part evaluating student work to account for different levels of proficiency with respect to the learning objectives. This allows candidates to better analyze and assess their students’ work when they implement rubrics in their field placements. Furthermore, many of the candidates are placed with math teachers who use rubrics and standards based assessments. Some are placed with teachers who are just beginning that process and welcome the collaboration with the STEP candidates to add that to their practice. The math departments at Hillsdale High, Fremont High, and Everest Public Schools are three such examples, to name just a few.

EDUC246C: Secondary Teaching Seminar supports the content of the C&I sequence, as candidates get significant practice with assessments when they address topics related to planning and assessment in this course. EDUC246C: Secondary Teaching Seminar focuses primarily on student assessment, with emphasis on diagnostic and formative strategies, as well as summative assessments. Candidates learn to make curricular and instructional choices based on principles of effective teaching and attention to student learning. Candidates also learn about standardized tests, performance assessments, rubrics, and various authentic assessments. They analyze, critique, and design assessment tools that serve to diagnose students’ prior knowledge, check for understanding, and tap into students’ habits of mind.

Science teacher candidates complete the three-quarter EDUC267A, B and C: Curriculum and Instruction in Science sequence to prepare them to teach biology, chemistry, earth sciences, and/or physics at the secondary level. This course sequence supports candidates’ work in their clinical placements, and many course assignments have direct connections to that work. The courses also help candidates apply what they are learning in other aspects of the STEP curriculum (e.g., language and literacies) to a discipline specific-context. The course sequence uses the state-adopted science framework and content standards as a core text. Candidates download the content standards, blueprints, and curriculum frameworks for their area of specialization, and they draw on these documents as they complete major assignments. Using the model outlined by Wiggins and McTighe in Understanding by Design, candidates learn to establish goals for students’ understanding of science and develop learning segments of increasing length and complexity. This process deepens candidates’ own conceptions of science and pushes them to re-examine understandings of the discipline that they may have previously taken for granted. For example, instead of viewing scientific experiments as discrete events, candidates are taught to determine the role of each specific experiment in their overall unit plans, and to connect the concepts and skills of an early experiment to later investigations and other subject areas. Furthermore, all major professional organizations in science education advocate that science teachers understand the nature of science and teach using the set of eight core scientific practices, which are a core aspect of the Next Generation Science Standards (NGSS) that California has adopted recently. Therefore, a major goal of the EDUC267A, B and C: Curriculum and Instruction in Science sequence is to help candidates build a real and useful understanding of what science is and the core practices of science in the NGSS. Candidates engage in a sustained exploration of how disciplinary core ideas, practices and cross-disciplinary concepts can be taught in a coherent manner. Through readings and class discussions, they revisit questions about the nature of science throughout the sequence. The course takes a specific focus on helping teacher candidates understand not only what the content is, but also developing an understanding of why the content was accurate and why an alternative idea was not. Class tasks, readings and assignments reflect this commitment to helping candidates understand the range of scientific practices that can be used in the
investigation, and experimentation.

The course sequence addresses four goals: (1) understanding the nature of science, (2) understanding learners, (3) understanding how science learning happens; and (4) understanding what constitutes the work of science teachers and what constitutes best practice. Assignments build on these four goals, culminating in the development of a unit of science study in EDUC267C: Curriculum and Instruction in Science (winter quarter). Candidates focus on a different science topic during each quarter and a spiraling curricular approach is used in which candidates are introduced to ideas and revisit them throughout the series. This approach serves as a model for candidates for how to introduce, revisit and reinforce ideas in their own classes. Teacher candidates also learn to reconsider concepts from the position of students, learner to teacher. This specific pedagogical training serves as the foundation of the sequence. In EDUC267B: Curriculum and Instruction in Science the focus is on learning the mechanisms of lesson planning. Finally, candidates build toward the completion of the unit plan during the fall and winter quarters, but complete unit planning as the culminating project of the EDUC267C: Curriculum and Instruction in Science course. Ultimately, candidates learn to design lesson plans and units that support student learning in the sciences while building detailed assessments of student understanding.

EDUC267A: Curriculum and Instruction in Science focuses on reconsidering particular content areas of science (motion, osmosis, etc.). Candidates use this content area from the state standards and reshape it to meet the needs of student learners. As candidates begin to develop pedagogical content knowledge (PCK) in this area, they develop rationales for teaching science and learn about their professional responsibility to help students meet the standards outlined in the science curriculum and build formative and summative assessment plans. In EDUC267B: Curriculum and Instruction in Science the major assignment is a preliminary unit plan based on a science topic that the students in the candidate’s clinical placement will be studying. This plan includes goals for understanding (taken from the content standards), summative assessment, and daily lesson plans. Candidates may or may not implement this unit in their placements. In EDUC267C: Curriculum and Instruction in Science the major assignment is a complete curriculum unit of study that candidates will actually teach and evaluate during Independent Student Teaching in their placement. Developing the unit plan requires candidates to analyze the relevant content standards, identify appropriate goals for student understanding, and plan a coherent sequence of experiences that will support students’ progress toward those goals. Candidates also discuss a set of readings that focus on the big ideas in science education—e.g., “Why teach science?” and “What science do we teach, and who decides?” These readings help candidates hone their rationales for teaching science content, and candidates continue to examine their professional obligations to teach the state curriculum to all students.

As they complete EDUC267A: Curriculum and Instruction in Science, candidates simultaneously work in middle school science classrooms in a summer school setting where teachers focus on having students complete a variety of investigations and experiments. In order to understand how to design similar activities themselves, candidates spend time during class encountering phenomena and engaging in their own investigations. For example, they investigate motion, velocity, and acceleration by dropping objects from the third floor of the building in which their class was held and using Probeware and real-time graphing to make sense of these data. EDUC267B: Curriculum and Instruction in Science (fall quarter) extends candidates’ understanding of the iterative processes of science learning, including asking questions, analyzing and interpreting data, developing models, constructing explanations and communicating scientific information. Candidates consider are introduced to a view of the science curriculum as a set of disciplinary core ideas and crosscutting themes, which are developed through a set of core scientific practices. Through readings and class discussions, candidates consider how to help students collect data from
Laboratory and field experiences, as well as personal experiences, and then use this data to identify patterns that ultimately generate explanations or theories. In other words, in their clinical placements, candidates apply content and strategies from the sequence to balance illustrating science concepts, principles, scientific investigation, and experimentation to their own students. EDUC267C: Curriculum and Instruction in Science (spring quarter) focuses on helping candidates understand the scientific practices in science and the rationale and instructional practices for activities that require talking, writing, reading and representation in science. Almost every session engages candidates in thinking about one of more forms of activity and designing an activity, a pre-activity and a post-activity from the various areas of science. For example, students will be introduced to a range of activities that they can use to support student reading or argumentation from evidence. They will consider instructional tools such as anticipation guides, concept maps and the ways in which they can scaffold discussion around the activity. In addition, candidates explore how they can use design experimental inquiries using information technology for data collection and analysis and interpretation of the data.

Candidates make extensive use of video as a reflective tool. During the first quarter, as they begin to develop their ability to implement science instruction, candidates work with partners to co-teach a mini-lesson to their classmates. They videotape themselves teaching this mini-lesson and then analyze the video to determine how they might better support student understanding of key ideas in science. In the second and third quarter, candidates collect video footage from their year-long field placements, including classroom activities in which students are engaged in working collaboratively using one or more scientific practices. Candidates analyze this video footage to examine student engagement, collect evidence of student learning, and consider the teacher’s role in supporting that learning.

Candidates emphasize the importance of accuracy, precision, and estimation. The notion of scientific practice and how to incorporate opportunities for students to engage in scientific practices is seen as a central feature of the EDUC267A, B and C: Curriculum and Instruction in Science sequence. Candidates are introduced to the notion of concepts of evidence, and to the procedural features and knowledge that are required to engage in data collection. Candidates engage in scientific practices in all quarters of the sequence, and they first develop their understanding of scientific practices, including the importance of accuracy, precision, and estimation, by reading the “Scientific Practices” section of the Framework for K-12 Science Education, and additional research and theory. Candidates then apply their understanding of scientific practices to reflect on how their own engagement, as well as on how the instructors facilitated their competencies of the practices. Instructors and peers provide feedback to candidates on lesson plans that require them to design learning experiences that facilitate students’ competencies of these scientific practices. In these lesson plans, candidates are expected to demonstrate that they intend to facilitate all students’ understanding of accuracy, precision, and estimation through scaffolds and supports. Candidates also explore the distinction between accuracy and precision and the ways in which this concept can be introduced to students through the consideration of error and the standard means of addressing errors. The importance of the notion of quantity, orders of magnitude and estimation as a means of informing students whether their measurements are appropriate, as well as candidates’ techniques for approaching these issues are explored.

Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. In the Curriculum and Instruction in Science series, candidates read empirically based research papers on student attitudes and the development of student interest in science. In peer groups and whole class discussions, candidates discuss these papers, and particularly students’ need to develop interests in science before the 8th grade, as research has shown that interest, or lack of it, in STEM subjects has formed by grade 8 for the majority students. Candidates explore how, as secondary teachers, they may encourage, spark, or maintain students’ interest in science in the later grades. Candidates are also introduced to the notion of science capital and the need to remediate the lack of science capital in traditionally under-represented groups. Candidates explore
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<th>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.</th>
<th>Live animals are not used in the EDUC267A, B and C: Curriculum and Instruction in Science sequence, as we do not have the facilities to house them. However, the program does acknowledge that candidates do and may teach in facilities in which live animals are present. Instructors address the issues of the appropriate use of animals, the ethical treatment of animals, and the need to show respect for different cultural values. Instructors also model debates and discussions for candidates and introduce candidates to a myriad of ethical, religious, and cultural concerns over the use of animals in science instruction. Candidates are therefore prepared to carry these conversations and considerations to their own classrooms.</th>
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<td>In EDUC267C: Curriculum and Instruction in Science, all candidates are asked to carry out and plan a series of investigations in their clinical placements. Candidates are taught to incorporate the use of scientific practices, which may include, but are not limited to planning, conducting, analyzing, and interpreting scientific investigations and experiments in every science lesson. This practice is modeled as each of our instructional sessions involves an experimental activity as a means of teaching candidates laboratory pedagogies, such as “predict, observe, explain,” and demonstrating to candidates how they may engage students’ prior knowledge and conceptual frameworks to interpret phenomena through guided inquiry. Candidates are then asked to reflect on the investigation and consider what knowledge is needed by the student to perform the investigation, as well as how the student’s practice can be scaffolded and supported. In lesson plans, candidates are required to specify formative assessment questions that support students in communicating and deepening their understanding. In this class, candidates demonstrate their progress in supporting students during investigations and experiments by recording and analyzing video of their classrooms.</td>
<td>EDUC284: Teaching and Learning in Heterogeneous Classrooms supports the content of the C&amp;I sequence through examination and implementation of participant structures, the design of group-worthy learning tasks, and the emphasis on equal-status participation. In this course, candidates further explore the classroom conditions that increase overall interaction in the classroom and individual participation by all students. Candidates also have many formal and informal opportunities to discuss their classroom environment and classroom culture with their cooperating teachers and STEP supervisors.</td>
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<td>Additionally, single subject candidates guide, monitor, and encourage students during investigations and experiments.</td>
<td>A focus of EDUC267C: Curriculum and Instruction in Science sequence is to dispel the notion that there is a singular scientific method. The course aims to challenge that myth by ensuring that candidates engage in different forms of scientific inquiry such as conducting fieldwork, classifying specimens, and undertaking standard hypothesis testing. Furthermore, candidates collect both qualitative and quantitative data in all three quarters. They reflect on the advantages and disadvantages of different types of data, and they critique data collection methods for investigations and experiments from example curricula to support their lesson plan design. To support the candidates’ facilitation of students’ abilities to measure and record scientific data, including the use of mathematical symbols, candidates receive feedback from their peers and their instructors on their lesson plans. The course sequence also emphasizes the need for candidates to teach and engage students in mathematical and computational thinking as a scientific practice. Therefore, instructors explore ways of teaching and using mathematics in specific investigations. For example, in EDUC267B: Curriculum and Instruction in Science, candidates collect data of the production of oxygen gas over time for plants and find mathematical relationships. Candidates then reflect on the ways instructors facilitated their analysis and interpretation of the data and how they might use similar or different strategies to support their students. Candidates also receive feedback from their peers, their instructors, and their university supervisors on their own lesson plans, which may incorporate questions, scaffolds, and</td>
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supports (such as questions like, “What patterns, if any, do you notice in your data? Support your claim with evidence”) to facilitate students’ mathematical and computational thinking.

| 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. | The development of candidates’ facility to structure and sequence all students’ science learning and instruction is a central feature of the course. During the first course, EDUC267A: Curriculum and Instruction in Science, candidates are introduced to the need to elicit students’ prior knowledge and base their instruction on information any such activities. In the second course, EDUC267B: Curriculum and Instruction in Science, candidates are introduced to a range of pedagogical strategies for teaching science and explore their value and appropriate use. As one of the assessments for the unit, candidates must produce a detailed lesson plan. This plan must contain goals, which address the state-adopted standards as well as consider affective goals. In the third course, EDUC267C: Curriculum and Instruction in Science, as part of the assessment for the unit, candidates must produce a set of lesson plans that address a coherent topic and contains a minimum of five hours of instruction. This assessment requires candidates to identify the aims and goals of the instruction, which must contain references to state standards. In addition, the course unit requires a task to elicit students’ prior knowledge and a review of its implications for teaching. Candidates explore how they can cement, deepen, and push students’ prior knowledge to meet and exceed content standards. Finally, candidates develop a performance based, final summative task to assess student-learning outcomes, as well as an appropriate scoring rubric for this task. |

| They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials. | Issues of safety and how to make appropriate risk assessments when considering the design of experimental investigations are covered in EDUC267C: Curriculum and Instruction in Science. Specifically, candidates read articles about their legal obligations to maintain and implement safety procedures in their labs and classrooms. Candidates plan a lesson that teaches students how to behave safely in science class, and candidates set expectations and norms of for their classroom. Candidates also analyze the specific risks of their teaching placements and their subject areas (e.g. physics, chemistry, earth science, biology). In this assignment, candidates are expected to describe how they will ensure students’ safety in lesson plans if the lessons pose risks. Second, in their schools candidates work closely with a cooperating teacher who is asked to ensure that candidates are aware of the standard risks posed by equipment, what constitutes hazardous material, and how to appropriately dispose of such material. In observations conducted by clinical supervisors, candidates receive feedback on their ability to facilitate safe learning experiences in the classroom. |

<p>| 8B(c) History-Social Science. | The EDUC268A, B, and C: Curriculum and Instruction History-Social Science sequence draws on the frameworks in the California History-Social Science Standards and the Common Core Standards. Candidates use these standards throughout the year as a resource for designing curriculum that promotes historical thinking, literacy, and analysis. When candidates create lesson plans in the summer and fall quarters and unit plans in the winter quarter, they link learning targets to both the California History-Social Science Content and Analysis Skills Standards and the Common Core Standards for History-Social Science. A primary focus of the three-course sequence is the teaching of history, and candidates consider what history is and how it differs from students’ everyday notions about the past. Candidates grapple with how historical knowledge is made, why historians change their minds, and how new historical questions develop. The course sequence then helps candidates learn to recognize, guide, and assess the historical thinking of their students. Candidates learn to implement a “reading like a historian” approach in which they teach students to read in ways that parallel the critical reading strategies used by professional historians. Core texts include Sam Wineburg’s Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past, Joanne Robinson’s Montgomery |</p>
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<th>history-social science (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.</th>
<th><strong>Bus Boycott and the Women Who Started It</strong>, and selections from James W. Loewen’s <em>Lies My Teacher Told Me</em>. In order to understand how students make sense of historical sources, candidates conduct “think-aloud” exercises with students in their summer field placements. After analyzing each focal student’s interaction with historical sources, candidates consider the implications of this analysis for the teaching of history. In <strong>EDUC268B</strong>: Curriculum and Instruction in History-Social Science candidates explore and develop different elements of Pedagogical Content Knowledge (PCK). The course focuses on strategies for building subject matter knowledge in history-social science, developing awareness of ways students learn, understand, and often misunderstand historical-social science content and concepts, and learning and practicing different instructional strategies for teaching subject matter to diverse groups of students. When candidates design curriculum units in the winter quarter in <strong>EDUC268C</strong>: Curriculum and Instruction in History-Social Science, they ground those units in major historical themes and incorporate a range of sources. As candidates implement instructional sequences in their clinical placements, they hone their ability to use historical texts with middle and high school students. In addition, all three courses in the sequence focus intensively on teaching the literacies of history and social science, with a particular focus on “reading like a historian.” Candidates learn to be effective teachers of reading, speaking, and writing because these capacities are central to students’ opportunities for success not only in the academic realm, but also throughout life. This work includes an examination of the “new literacies” of digital media and film, which candidates analyze and learn to use effectively in their classrooms. Throughout the sequence, particularly in <strong>EDUC268C</strong>: Curriculum and Instruction in History-Social Science, candidates learn how to assess their students’ historical understanding. Candidates also design and implement assessments that explicitly support students’ development as readers and writers.</th>
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<td>They use timelines and maps to reinforce students’ sense of temporal and spatial scale.</td>
<td>Throughout the STEP year, candidates observe, consider, and practice ways to use timelines and maps across history-social science classes. In each course in the Curriculum and Instruction History-Social Science sequence, candidates work through model lessons that feature timelines and maps. In <strong>EDUC268B</strong>: Curriculum and Instruction in History-Social Science they explore and discuss principles for effective use of timelines and maps. They consider students’ potential understandings (and misunderstandings) of these temporal and spatial representations, as well the limitations and affordances of these tools in history-social science instruction. Then, in <strong>EDUC268C</strong>: Curriculum and Instruction in History-Social Science, candidates develop timelines and integrate both timelines and maps into their final project, a two-four week unit of study they develop for students. Moreover, candidates learn how to use timelines and maps to help students develop contextual thinking and to develop and apply content knowledge.</td>
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<td>Candidates teach students how social science concepts and themes provide insights into historical periods and cultures.</td>
<td>The primary focus of <strong>EDUC268A, B, and C</strong>: Curriculum and Instruction History-Social Science is the exploration of what constitutes history. History-Social Science candidates consider what history is and how it differs from students’ everyday notions about the past. Candidates grapple with how historical knowledge is made, why historians change their minds, and how new historical questions develop. The course sequence then helps candidates learn to recognize, guide, and assess the historical thinking of their students. Candidates learn to implement a “reading like a historian” approach in which they teach students to read in ways that parallel the critical reading strategies used by professional historians. To do so, candidates explore instructional strategies and materials for students to analyze historical events and artifacts, primary and secondary sources using the historical reading and thinking skills of sourcing, corroboration, contextualization, and sourcing. Furthermore, candidates explore methods for organizing units, lessons, and activities to teach first order historical concepts such as nationalism and feudalism, and second order historical concepts such as causation, chronology, and significance. Through course activities, candidates learn to apply these skills and concepts to analysis of a variety of historical periods and cultures and use these skills to</td>
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<tr>
<td>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.</td>
<td>Throughout the activities and assignments in EDUC268A, B, and C: Curriculum and Instruction History-Social Science, instructors model and candidates practice using a variety of historical artifacts that include different genres (e.g., primary and secondary sources, art, literature, and media) representing diverse cultural perspectives. Candidates also learn a variety of activity structures to help students engage in the exploration of ideas and questions that are central to the study of history and social science, and to explore those ideas from multiple perspectives. These structures include Socratic seminars, structured academic controversies, and inquiry lessons. In EDUC268B: Curriculum and Instruction in History-Social Science instructors model how to use these structures, and candidates discuss how to implement them in middle and high school classrooms. A major assignment for EDUC268B: Curriculum and Instruction in History-Social Science requires that candidates design a lesson plan that utilizes one of these structures. Candidates also explore how to facilitate student discussions in which students become comfortable identifying, analyzing and reconciling contradictory perspectives of a historical event. Candidates also engage in the explicit teaching of critical reading lessons using the skill model developed by Graham and Harris. This model includes cognitive modeling, guided practice, and independent work. In addition, candidates discuss the strengths and potential drawbacks of using simulations in the history or social science classroom. When they design curriculum units in EDUC268C: Curriculum and Instruction in History-Social Science, candidates are required to include a variety of pedagogical approaches, including these classroom structures, in their lesson plans. Additionally, candidates explore strategies for project-based learning in history-social science classrooms. They focus, in particular, on how to organize and support students in research across history and social science topics.</td>
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<td>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.</td>
<td>In EDUC268C: Curriculum and Instruction in History-Social Science, candidates learn and apply elements of backwards design in creating two-four week units of study. A central part of this process is determining the broad themes, essential questions, facts, and skills that students need to explore, understand, and develop. Candidates then backward plan from these elements and use them to create a cohesive unit of lesson plans, instructional materials, and assessments. Furthermore, as part of the unit they design, candidates incorporate lessons, or parts of lessons, that connect the historical content under study with contemporary events or issues. Course instructors model identifying essential questions, facts, and skills, along with strategies to integrate current issues into explorations of historical events in both EDUC268A: Curriculum and Instruction in History-Social Science and EDUC268B: Curriculum and Instruction in History-Social Science. For example, in EDUC268A: Curriculum and Instruction in History-Social Science, the class explores a simulation of Truman’s decision to drop atomic bombs on Nagasaki and Hiroshima that incorporates discussion on nuclear proliferation. In EDUC268B: Curriculum and Instruction in History-Social Science, candidates work through three model lessons that demonstrate the integration of essential questions, facts, and skills. In one lesson, a Structured Academic Controversy, candidates explore the question “Was Lincoln a Racist?” and discuss historical understandings of race and the affordances and pitfalls of applying contemporary definitions to a previous century.</td>
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<tr>
<td>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</td>
<td>Throughout the course sequence candidates work with, and learn to use, materials that illustrate different cultural perspectives from varied genres of historical documents and artifacts. Candidates develop lesson plans in each of the curriculum and instruction courses that showcase different cultural perspectives. For example, in EDUC268A: Curriculum and Instruction in History-Social Science candidates focus on how to locate primary and secondary sources representing a variety of cultural perspectives when studying topics like World War II. Candidates wrestle with the notion that no source is truly devoid of culture. Candidates then go through the process of identifying and analyzing the role of culture in sources’ attitudes towards the war in order to then consider strategies for making cultural perspectives in texts, particularly those perspectives that seem culturally neutral because they are similar to students’ own perspectives, explicit to students.</td>
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</table>
understand a historical period, event, region, or culture.

Candidates also learn and practice strategies for adapting primary and secondary sources so that these materials are accessible to diverse groups of students. In particular, candidates focus on developing and presenting to students materials that match the reading levels and learning styles of students with whom they are working in their teaching placements. In addition to examining the role of culture in historical sources, candidates also explore how to create an environment in which students feel comfortable examining the role of culture in their own understandings of history. Finally, candidates also practice facilitating conversations to help students become comfortable analyzing and reconciling contradictory and culturally-influenced perspectives of a historical event.

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 illustrate multiple viewpoints on issues.

In EDUC268B: Curriculum and Instruction in History-Social Science candidates spend multiple class periods focused on structuring and facilitating student discussions around controversial issues, both historical and contemporary. Candidates learn strategies for supporting students in active listening and building consensus around historical questions focused on issues of race, gender, politics, and religion. In numerous STEP courses, candidates also explore how to create classroom environments that facilitate students’ discussion of potentially sensitive topics. In EDUC299: Educating for Equity and Democracy, and EDUC284: Teaching and Learning in Heterogeneous Classrooms, for example, candidates explore issues of equity in the classroom, as well as ways of creating safe and equitable classrooms for all students. In these courses, candidates complete assignments and engage in discussions that help them confront their own biases, acknowledge different perspectives, and reframe their understanding of diversity and equity. Candidates also have many formal and informal opportunities to discuss their classroom environment and classroom culture with their cooperating teachers and STEP supervisors.

Moreover, across the three-quarter sequence candidates develop strategies across for locating and developing materials that illustrate different perspectives on controversial issues in a balanced manner. Candidates also learn to use historical reading skills such as sourcing, corroborating, contextualization, and close reading to identify and analyze perspective, bias, and prejudice across issues. In their field placements, candidates practice teaching these skills to students in grade-appropriate and context-appropriate ways. Indeed, each of the lessons candidates create includes integrating historical artifacts that illustrate multiple social, political, cultural, and economic perspectives.

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.

Candidates focus on identifying, assessing, and supporting student thinking across the EDUC268A, B, and C: Curriculum and Instruction History-Social Science sequence. One of the major assignments in EDUC268A: Curriculum and Instruction in History, for example, is conducting a “think-aloud” with middle school students as they analyze a series of primary sources. This assignment allows candidates to consider their own processes for analyzing historical texts and data and how to make these processes accessible to a range of students.

In EDUC268B: Curriculum and Instruction in History-Social Science, candidates focus on assessing student’s historical thinking, namely students’ ability to evaluate the reliability of historical sources, to corroborate evidence across primary and secondary sources, and to consider historical artifacts within and across unique historical contexts. Candidates learn to view assessment as wholly integrated into lesson planning, and learn to recognize the multiple ways students demonstrate progress in the understanding of historical texts and perspectives.

In EDUC268C: Curriculum and Instruction in History-Social Science, candidates focus on supporting and evaluating student writing and participation in classroom discussions and debates. This work involves developing both formative and summative assessment of student thinking along with rubrics to help provide feedback to students. In each class, candidates focus on student thinking as it
develops through analysis of varied types of primary and secondary sources that feature multiple perspective and artifacts that include different types of text, visual artifacts, and statistical data.

Finally, in their PACT History-Social Science Teaching Events, candidates are required to analyze a clip of them supporting students as students offer and defend judgments about a complex historical event or phenomenon. Candidates must demonstrate that they formally and informally monitor student progress as students work to understand multiple perspectives or documents on the event.

**8B(d) English**

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework (2007). They learn and practice ways to:

- Differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, students who use non-standard English, and students with disabilities.

**EDUC262A, B and C: Curriculum and Instruction in English** is a three-quarter sequence in which teaching strategies that allow candidates to deliver state-approved, systematic instruction in English are introduced, reinforced, and applied at placement sites.

Since differentiation is such a complex practice that encompasses all aspects of assessment, planning and instruction, candidates’ learning about differentiation flows throughout the three quarters as candidates are taught to assess students’ readiness and monitor their progress through formative assessments, to design instructional scaffolds to support students at differing readiness levels, and to organize instructional activities that enable teacher-student and student-student support for the full range of students. Specifically, practice with differentiation occurs in **EDUC262A: Curriculum and Instruction in English** as candidates explore and practice effective methods for giving feedback on writing and organizing peer writing conferences; in **EDUC262B: Curriculum and Instruction in English** as candidates learn methods for assessing student reading during reading conferences and designing a lesson to address identified needs; in **EDUC262C: Curriculum and Instruction in English** as candidates create a unit plan that includes formative as well as summative assessment, as well as a differentiated lesson. Indeed, candidates learn to view assessment as a tool to garner data on the needs and strengths of their students, as well as a tool to enable their creation of differentiated learning materials.

Through a variety of other classes—including **EDUC246C: Secondary Teaching Seminar**, **EDUC388A: Language Policies and Practices**, and **EDUC289: The Centrality of Literacies in Teaching and Learning** and **EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject)**—candidates learn how to assess the learning and language abilities of special population students, including advanced learners, English learners, struggling readers, among others, using a range of tools and resources. Drawing on classroom observations and interactions, candidates have multiple opportunities in these courses to gain experience developing learning profiles that identify students’ needs. Candidates also learn to use reading and writing inventories and to analyze student work samples to determine student strengths and challenges in they may apply in the English classroom.

**EDUC284: Teaching and Learning in Heterogeneous Classrooms** supports the content of the C&I sequence through examination of academic and linguistic heterogeneity, as well as the implementation of participant structures, the design of group-worthy learning tasks, and the emphasis on equal-status participation. In this course, candidates further explore the classroom conditions that increase overall interaction in the classroom and individual participation by all students.
- Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students.

As described above, the EDUC262A, B and C: Curriculum and Instruction in English sequence addresses assessment throughout the three quarters. In all three quarters students are taught the value of informal assessments, identifying student understanding and potential misconceptions through oral responses in class, through brief check-ins and conferences while students work, and through the use of quickwrites, exit tickets, and other spontaneous means for gathering evidence of student thinking. In EDUC262A: Curriculum and Instruction in English candidates focus on the assessment of writing, and consider how to identify patterns in student work that inform instructional choices. In writing, candidates are taught to look for the “logic of errors” to identify non-standard grammar rules that students may follow as well as misconceptions that lead to common mistakes. In EDUC262B: Curriculum and Instruction in English candidates focus on the assessment of reading, exploring reading strategies students use and identifying ineffective, misapplied, or missing strategies. Candidates then design lessons to teach more effective reading strategies based on the identified needs of their students. In EDUC262C: Curriculum and Instruction in English candidates learn to differentiate between assessment and grading. They create assessments for their unit to inform options for re-teaching and differentiation dependent on evidence of student understanding. They also develop a grading plan to convert their assessment of student learning into a quantifiable form for record keeping, accountability, and communication with parents and other stakeholders.

Furthermore, during the course of the year, candidates grapple with issues of assessment (e.g., the relationship between grading and student motivation or the tension between individual accountability and the evaluation of group products during group work). The educational principles that undergird how candidates provide ongoing, sound feedback to students, how candidates help students self-assess using criteria and standards, and how candidates plan assessments for their classrooms are perennial topics in classroom discussions, in the small supervisory groups led by the university supervisors, and in conversations with cooperating teachers. Candidates get significant practice with assessments during winter quarter when they address topics related to planning and assessment in EDUC246C: Secondary Teaching Seminar. This course focuses primarily on student assessment, with emphasis on diagnostic and formative strategies, as well as summative assessments. Candidates learn to make curricular and instructional choices based on principles of effective teaching and attention to student learning. Candidates also learn about standardized tests, performance assessments, rubrics, and various authentic assessments. They analyze, critique, and design assessment tools that serve to diagnose students’ prior knowledge, check for understanding, and tap into students’ habits of mind.

Additionally, the assessment of students who are English language learners is addressed in EDUC388A: Language Policies and Practices, though the needs of diverse learners are a focus throughout the curriculum. This course, along with EDUC262A, B and C: Curriculum and Instruction in English sequence, allow candidates explore using assessments to devise and modify teaching strategies in their English/Language Arts classrooms.

- Connect reading, writing, and oral language processes in an integrated fashion.

The three quarter sequence EDUC262A, B and C: Curriculum and Instruction in English is organized to help candidates make connections across the principles and concepts of English/Language Arts instruction throughout the year. While different quarters focus more deeply on individual strands, the interconnected nature of reading, writing, and speaking is highlighted across the sequence.

The first quarter, EDUC262A: Curriculum and Instruction in English, focuses on the teaching of writing, using George Hillocks’ approach to structured and systematic writing instruction. Candidates examine the demands of different writing tasks, practice the development of clear and substantive writing tasks, and learn how to provide instructional support to students throughout the
writing process. The teaching of writing is tied to reading through the use of model texts, as well as through the use of reading as a motivation for writing, in particular writing in response to texts. Candidates learn to use discussion as pre-writing activity to assist in students’ generation and refinement of ideas and arguments, as well as during peer conferences where candidates learn ways to help students talk about writing.

The second quarter, EDUC262B: Curriculum and Instruction in English, includes dual foci on the reading and analysis of literary texts and classroom discussions. Through explicit engagement with reading instruction during course assignments and activities, including model lessons presented by the instructors, candidates investigate the demands of reading comprehension and literary analysis. They learn methods and strategies to help students successfully negotiate these demands, such as reciprocal teaching and the more literature-based approaches of Judith Langer and Jeffrey Wilhelm. The use of writing and speaking as ways to enrich meaning making as well as to communicate ideas about texts remain integral parts of candidates’ learning. For example in EDUC262B: Curriculum and Instruction in English candidates complete the Planning Around a Text assignment which they choose a core text and explore how they might use the text as an opportunity to teach students: 1. strategies for reading literature; 2. a trait or mode of writing; 3. speaking/presentation skills.

Oral language skills are also addressed across the three-quarter sequence, though they are a particular focus of EDUC262B: Curriculum and Instruction in English, EDUC262C: Curriculum and Instruction in English, and EDUC284:Teaching and Learning in Heterogeneous Classrooms. In these courses, candidates consider classroom participation structures that support student discourse and oral language development, including methods for discussions and Socratic seminars and the use of drama and oral presentation in the language arts classroom. The content of these discussions centers on the reading of and response to texts. Ideas generated and developed through discussion serve as the basis for writing assignments. Course readings focus on ways to help students develop questioning strategies and the role of classroom discourse in learning.

The close connection between reading and discussion is also explored in EDUC289: The Centrality of Literacies in Teaching. In this course, candidates learn how to support students’ reading comprehension via discussion on subject-area texts, and discuss how students in their classrooms are making sense of texts. Candidates also discuss and choose texts that will expose students to academic and content language. With their students, candidates then practice creating discussions and exercises in which students can analyze the texts, formulate arguments about the texts, and defend their arguments; thus, candidates employ a variety of strategies to introduce and cement students’ use of language within and around texts. Candidates also engage in a close analysis of texts’ structure and discuss what features of the text they will teach explicitly versus what features might emerge in a classroom discussion.

Teacher candidates in English understand, plan, design, and implement instruction that includes the following:
- Word analysis, fluency, and systematic vocabulary development, as

As described above, each quarter of EDUC262A-C: Curriculum and Instruction in English focuses on the development of content-based reading and writing strategies that build from a foundation of language structure and meaning. In EDUC262B: Curriculum and Instruction in English, candidates study methods of teaching grammar in context and basing grammar instruction on the specific linguistic needs of students. Grammar instruction focuses on the use of grammar for rhetorical effect, thus candidates explore how to use model texts to show the way authors use particular grammatical constructions and specific word choice to create mood, to assert expertise, or to follow the conventions of a genre. Candidates learn the grammatical validity of various English dialects and their relation to Standard English. Furthermore, the Fall and Winter quarters address methods for incorporating language study into the teaching of literature and how to support students as they grapple with linguistically complex texts.
evidenced by the use of phonological, morphological, and derivational systems of orthographic development.

Candidates encounter ideas related to the phonological and morphological structure of the English language and the stages of language development in EDUC289: The Centrality of Literacies in Teaching and EDUC388A: Language Policies and Practices. For example, in EDUC289, candidates analyze how students comprehend vocabulary in variety of texts, depending on the works’ syntactical and morphological complexity. The course’s emphasis on students’ understanding of vocabulary underscores the course’s focus on having candidates reflect on the literacy demands in their classrooms. Candidates reflect on whether those literacy demands align with research-based understandings of how students understand vocabulary, the range of learners in their classrooms, as well with their content-specific goals. Candidates consider, and practice in the clinical placement, what vocabulary they should front-load versus what vocabulary students will be able to understand using strategies for comprehending vocabulary in context. Indeed, candidates learn the importance of choosing vocabulary carefully. Candidates also explore strategies for introducing and solidifying students’ understanding of vocabulary, such as using derivations from Greek, Latin and Anglo-Saxon roots, as well as affixes and, where applicable, derivations and cognates with students’ home languages. With their subject-area groups, candidates consider the limitations and affordances of all vocabulary strategies, including the use of derivations. Candidates also learn and practice using these strategies with different learners, in order to understand which students are helped by these strategies and in which contexts.

- Reading comprehension, including promoting students’ ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.

EDUC262A-C: Curriculum and Instruction in English candidates learn to assess student reading to identify students’ strengths and needs. They then create a lesson to teach a new reading strategy, or to apply a known strategy with increasing sophistication for use with more complex texts. During this quarter, candidates also study Carol Lee’s “culturally based cognitive apprenticeship” for ways to use students’ background knowledge and cultural knowledge to increase their reading comprehension. The culturally based cognitive apprenticeship focuses on helping students connect the literacy practices they use every day to the literacy practices required in school, thus allowing students to tap into their own background knowledge and skills for academic purposes.

In EDUC289: The Centrality of Literacies in Teaching candidates examine a variety of texts in their subject area and reflect on the affordances and drawbacks of each text. Candidates also reflect on how to select grade-level appropriate texts that have challenging subject-matter content, but which are also accessible enough for students to discuss them. Candidates learn how to support student comprehension via discussion on subject-area texts and critical examination of peers’ arguments, including identifying logical fallacies. These candidates are asked to consider their instructional goals and their students’ needs and backgrounds, as they analyze what types of materials and strategies work best, as well as how to best sequence texts to increase the depth and complexity of materials used. They are asked to consider the different skills and supports students will need in order to read and write about these varied texts. Candidates explore strategies for guiding students in demonstrating comprehension by having students present on texts, actively listen to and critique peers’ arguments, and having students create and support their own arguments using texts. Candidates practice these discussion skills in their placement, and reflect on the effectiveness of various strategies in their classroom contexts in course assignments. Candidates also have many formal and informal opportunities to discuss these strategies with their STEP supervisors who are knowledgeable about the content of the curriculum and instruction course sequence.

- Purposes and characteristics of the major genres of literature.

EDUC262B: Curriculum and Instruction in English provides a theoretical framework and practical strategies for teaching literature. Candidates explore fundamental questions about the teaching of reading and literature, including what it means to teach and understand literature, how to decide what texts to include in the curriculum and what to teach through those texts, and how to teach reading skills and strategies to struggling readers. Course readings provide a framework for the teaching of literature and introduce teaching strategies that help students understand the purposes and characteristics of the major genres of literature.
In EDUC262B: Curriculum and Instruction in English candidates specifically explore the different demands posed by a range of genres, including poetry, short stories, and non-fiction. Candidates analyze the challenges and curricular potential of a variety of texts in different genres and plan how best to help students meet these challenges through instruction. Since Shakespeare is a mainstay of the English curriculum and because his plays pose particular challenges to students, candidates use *The Tempest* as a focal text in EDUC262C: Curriculum and Instruction in English to practice developing learning targets, sequencing instructional tasks, and designing curriculum units. Drawing on a range of short stories, poems, and excerpts from novels, plays, and non-fiction texts, candidates consider how to help students understand and make connections among different literary genres. During fall and winter quarters, candidates consider what literature should be included in the curriculum, methods for teaching different genres (including the role of art and drama in the English classroom), what makes particular genres difficult for students, and how to structure learning activities so that students can deeply engage with texts.

In EDUC262B: Curriculum and Instruction in English candidates explore reasons for teaching literature, are asked to consider where meaning resides in a text, and who has authority to make that decision. They explore questions about the importance of the author’s purpose and audience, the text’s historical context, and the reader’s background experience in making meaning of and responding to a text. As candidates consider these issues, they prepare for how they will help students grapple with the same issues. Candidates explore ways to help students critique the reliability of a narrator through the analysis of a model lesson on irony. In EDUC262C: Curriculum and Instruction in English, candidates consider ideas of power and bias as they select texts for their unit plans and make choices about what lessons to teach through those texts. Candidates have formal and informal opportunities to share ideas with their colleagues and their university supervisors to debrief the lessons.

- Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.

As described above, in the first quarter of the English C&I sequence, EDUC262A: Curriculum and Instruction in English, focuses on the teaching of writing, using George Hillocks’ approach to structured and systematic writing instruction. Candidates examine the demands of different writing tasks, practice the development of clear and substantive writing tasks, and learn how to provide instructional support to students throughout the writing process. Candidates focus on assessment of writing, considering how to identify patterns in student work that inform instructional choices. In writing, candidates are taught to look for the “logic of errors” to identify non-standard grammar rules that students may follow as well as misconceptions that lead to common mistakes. In EDUC262B: Curriculum and Instruction in English, candidates study methods of teaching grammar in context and basing grammar instruction on the specific linguistic needs of students. Grammar instruction focuses on the use of grammar for rhetorical effect, thus candidates explore how to use model texts to show the way authors use particular grammatical constructions and specific word choice to create mood, to assert expertise, or to follow the conventions of a genre. Candidates learn the grammatical validity of various English dialects and their relation to Standard English. In the third quarter, EDUC262C: Curriculum and Instruction in English, candidates integrate the instruction of writing into a unit plan based on an essential question. Within the context of the unit, candidates learn how to use students’ creation of complex texts as both a meaning making activity and an assessment of student understanding.

Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
Also, in EDUC289: The Centrality of Literacies in Teaching, candidates explore the oral-written transfer, or how to support a range of students transfer oral arguments into written texts and vice versa, given the students’ strengths, comfort in writing or speaking, and areas for improvement. Candidates learn strategies for helping students demonstrate their comprehension of texts and other subject matter by having students write about the texts and subject matter. Candidates also learn how to connect writing and speaking for students—how to build on students’ strengths in one area in order to help them demonstrate comprehension in the other. Also, as candidates explore various types of texts with students (newspaper articles, firsthand accounts, signs, etc.) candidates are encouraged to make explicit the norms of writing in these different genres, as an introduction for students into the many forms of writing within a given content area.

<table>
<thead>
<tr>
<th>Academic language development emphasizing discourse that leads to the production of complex texts.</th>
<th>During two class periods in the fall quarter of EDUC262A: Curriculum and Instruction in English, candidates learn ways to develop students’ academic language through analyzing, preparing to facilitate, and facilitating classroom discussions. Candidates explore the concept of academic register, then practice and apply methods for helping students use an academic register during discussion. These concepts and strategies are reinforced in EDUC284: Teaching and Learning in Heterogeneous Classrooms. In conjunction with learning about the use of grammar for rhetorical effect, described above, candidates both learn about, and learn ways to teach students features of academic language and how to incorporate academic language into oral and written work.</th>
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<tr>
<td>Incorporation of technology into language arts as a tool for conducting research.</td>
<td>In the EDUC262A, B and C: Curriculum and Instruction in English course series, candidates explore and practice creating lessons that will allow students to use technologies in research, learning activities and presentations in grade-level appropriate ways. Candidates incorporate multimedia and web resources into the unit plans they create during EDUC262C: Curriculum and Instruction in English. While the units are built around core literature texts, students are required to integrate supplementary texts, including informational texts that provide contextual background to the core text. Many of these supplementary texts are drawn from web resources, and candidates learn to help students find and navigate reliable websites. Candidates reflect on students’ technology needs and access while developing these unit plans; for example, candidates consider how much guidance their students need in identifying research sites and in assessing the reliability of sites. Based on students’ needs and the candidates’ instructional goals, candidates decide how much explicit discussion on technology and research is appropriate during the unit. Also, some of the candidates complete their clinical placement in schools that are at the forefront of using technology in the classroom. For example, many of our placement schools have introduced one-to-one laptops for students. Though the use of technology is variable in placement schools, all candidates have the opportunity—both formal and informal—to share ways to use technology and to visit one another’s classrooms to understand how to integrate technology into the educational experience.</td>
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Strategies and systematic
| Through an exploration of rigor in EDUC262C: Curriculum and Instruction in English candidates consider the tension between... |
| Guidance so that students select texts for reinforcement of independent reading habits. | teaching students to love reading and teaching students to analyze complex texts. Candidates explore ways to achieve both goals by balancing student choice of texts with assigned texts, and by varying organization of reading through the use of whole class texts, small group texts, and individual texts. In EDUC262B: Curriculum and Instruction in English as candidates complete the Planning Around a Text assignment, they consider both student interest and features of the text that support these instructional goals. Candidates also learn the importance of matching texts to readers in an effort to develop independent reading habits. Furthermore, candidates explore strategies, such as suggested vacation reading lists or displaying recommended books similar to required texts, in order to cultivate students’ independent reading habits.  

In EDUC289: The Centrality of Literacies in Teaching, as candidates consider, articulate, and refine the literacy demands of their classrooms, they consider the scaffolds needed for the range of students in their classroom to feel comfortable with and able to read independently. Again, this ties to the course’s emphasis on guiding candidates to make informed choices about how to structure their classrooms and what texts to use. Candidates practice using formative assessments to understand what students are learning, and they learn how to choose texts that are both grade-level appropriate and that hold students’ interest to promote independent reading habits. Candidates examine—through research, practice in their classrooms, and discussions with peers—other strategies such as having students read in pairs, having students read silently first, etc., to help all students gain comfort with and a desire for independent reading. Candidates learn about the importance of knowing their students’ interests in order to guide students in selecting texts for independent reading. |

| Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications. | As described above, during EDUC262B: Curriculum and Instruction in English candidates spend two class periods learning and practicing methods of organizing classroom discussions. As part of this learning experience, candidates focus on clear oral communication as well as attentive listening. They learn strategies to help students monitor their own listening comprehension, ask clarifying and pressing questions, and evaluate the effectiveness of oral arguments.  

In EDUC289: The Centrality of Literacies in Teaching candidates learn how to support student comprehension via discussion on subject-area texts and critical examination of peers’ arguments, including identifying logical fallacies. Candidates explore strategies for guiding students in demonstrating comprehension by having students present on texts, actively listen to and critique peers’ arguments, and having students orally create and support their own arguments. Candidates practice these discussion skills in their placement, and reflect on the effectiveness of various strategies in their classroom contexts in course assignments.  

Candidates learn strategies for helping students develop and demonstrate their comprehension of a variety of texts (written, oral, and media sources) by having students write about the texts using a variety of formats appropriate to their content area. Candidates also explore the oral-written transfer, or how to support a range of students transfer oral arguments into written texts and vice versa, given the students’ strengths, comfort in writing or speaking, and areas for improvement. In addition, candidates learn how to connect writing and speaking for students—how to build on students’ strengths in one area in order to help them demonstrate comprehension in the other. |

| Instruction in speaking applications including grade-level genres and their characteristics. | In EDUC289: The Centrality of Literacies in Teaching, candidates explore what it takes to create a classroom in which all students can create arguments and support those arguments—both orally and in writing. For example, in the course candidates practice how to guide students in responding to and critiquing the ideas found in texts, as well as the ideas of their peers—orally and in writing. Furthermore, candidates spend time exploring the oral-written transfer, that is, how to support a range of students transfer oral arguments into written texts and vice versa, given the students’ strengths, comfort in writing or speaking, and areas for improvement. Also, as mentioned above, as candidates explore various grade-level appropriate genres with students, |
candidates are encouraged to make explicit the norms of these different genres. Candidates also learn to guide students in different speaking styles, from creating their own oral argument, to presenting an oral analysis of a text, to discussing evidence about literary elements like themes and tone.

**8B(h) Languages Other than English.**
During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards in World Languages (Grades K-12). First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language.

STEP selects candidates on the basis of their second language preparation and high level of language proficiency. As with other program areas, candidates teaching Languages Other than English verify their subject matter competence by examination through the California Subject Examinations (CSET) or by an approved subject matter program. When members of the STEP faculty and staff review applications, they look for evidence of the candidate’s potential to conduct classes in the intended language with confidence.

Regular reviews of candidates’ performance, including observations by university supervisors and cooperating teachers, provide additional evidence of candidates’ abilities to establish a classroom environment that supports students’ language learning at varied instructional levels. The instructors for EDUC264A, B and C: Curriculum and Instruction in World Languages, the required three quarter course sequence, communicate with university supervisors and cooperating teachers to monitor candidates’ clinical work. These discussions include assessments of candidates’ preparedness in the target language, interactions with students, knowledge of students’ language backgrounds, and ability to support students in developing proficiency in listening, speaking, reading, and writing. University instructors, university supervisors, and cooperating teachers provide support for all candidates’ pedagogical development in implementing instruction that meets students’ learning needs.

The EDUC264A, B and C: Curriculum and Instruction in World Languages sequence adheres to the World Languages Framework and to the National Foreign Language Standards established by the American Council on the Teaching of Foreign Languages, including ACTFL’s *Performance Descriptors for Language Learners*. The sequence draws connections to the California State World Language Content Standards and the Common Core Standards. The fundamental goals of the World Languages Framework emphasize instructional practices that address the monolingual and heritage language learner, as well as teacher preparation and professional development. Goals for students include the following: attainment of proficiency in the skills of reading, writing, speaking, and listening across the interpretive, interpersonal, and presentational communicative modes; knowledge of culture; and an ability to make comparisons between languages and cultures. Teacher candidates in turn draw on these frameworks and standards to focus on the following: proficiency-oriented instructional strategies, the assessment of student progress and program effectiveness, ways to meet diverse student needs, use of technology, and criteria for evaluating instructional materials in world languages.

Specifically, in EDUC264A: Curriculum and Instruction in World Languages, candidates discuss the purpose and goals of the World Languages Framework by reading and writing assignments, followed by classroom discussion. Texts for these assignments include Bill Van Patten’s *Input to Output: A Teacher’s Guide to Second Language Acquisition* and Shrum & Glisan’s *Teacher’s Handbook: Contextualized Language Instruction*. EDUC264B: Curriculum and Instruction in World Languages continues to address the World Languages Framework goals and National Foreign Language Standards through reading and writing assignments followed by classroom discussion. Textbooks and publications for these assignments include Shrum and Glisan’s *Teacher’s Handbook: Contextualized Language Instruction*, among others. In EDUC264C: Curriculum and Instruction in World Languages candidates focus on continued proficiency-oriented instruction, the integration of technology, techniques for the assessment of proficiency, with particular attention to the teaching of culture and content using the target language. Candidates also explore differentiated
instruction and the special needs of heritage learners of a language. In this quarter, candidates design a three-week unit plan with detailed lesson plans for one week, add a technology component, then create and present a lesson plan to the class.

Several assignments address the World Languages Framework goals and support candidates in implementing effective language instruction. In addition to the weekly reading and writing assignments in the fall quarter, candidates interview and observe other language teachers and they design mini lessons connected to each of the specific skills of listening, reading, speaking and writing. Candidates are required to teach and submit a formal reflection on the efficacy of a selection of these mini lessons. Candidates also design and perform in the course a formal teaching demonstration in which candidates introduce new language via a comprehensible input presentation. The culminating assignment of the quarter is the design of a proficiency-oriented, one-week sequential lesson plan to be implemented in their clinical placements in the following quarter, connected to National Foreign Language Standards.

Candidates use an instructional sequence model to design lesson plans that begin with modeling and comprehensible input activities and then move to shared and guided practice of the language (often in pairs and groups) and finally to independent practice and assessment. Along the way, the teacher candidate gradually releases responsibility for language use to the students. Candidates’ lesson plans also focus on the five strands of the National Standards on Foreign Language: Communication, Cultures, Connections, Comparisons, and Communities. As a culminating project for the course, candidates design a unit overview that encompasses all of the national standards, and they design and present a lesson plan overview in which candidates demonstrate the instructional sequence, with activities based on proficiency-oriented strategies.

In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced.

The instructor for EDUC264A, B and C: Curriculum and Instruction in World Languages sequence meets with the director of clinical work to discuss and select clinical placements that will provide each candidate with experience in teaching a proficiency-oriented program. Candidates therefore have the opportunity to work in environments that value substantive oral and written communication. University supervisors proficient in the target languages further support candidates in their clinical placements.

All three quarters of the course help candidates learn to foster substantive communication across the four language skills in their classrooms. Throughout, candidates explore and develop models of instruction that integrate the four skills of reading, listening, speaking, and writing into the three communicative modes: interpretive, interpersonal, and presentational. These models of instruction are anchored in ACTFL’s Performance Descriptors for Language Learners, which range from Novice to Intermediate to Advanced. Furthermore, EDUC264A: Curriculum and Instruction in World Languages (summer quarter) introduces the ideas of proficiency and communicative competence, and helps candidates develop lesson plans for communication-based instruction across listening, speaking, writing and reading. Candidates are asked to consider whether they provide students will multiple opportunities to communicate in these four modes, what constitutes “proficiency” across each mode, whether all students—from Novice to Advanced—have opportunities to demonstrate their abilities, and whether candidates they build on student proficiency across the different communicative modes. Later, in EDUC264C: Curriculum and Instruction in World Languages (winter quarter), candidates design detailed assessments with accompanying rubrics that define several level of students’ performance across several evaluative categories.

Candidates’ communication skills are further enhanced in EDUC284: Teaching and Learning in Heterogeneous Classrooms through group discussions and group-work in which they practice presentational language in oral and written reports about their work.
<table>
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<tr>
<th>Candidates demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language.</th>
<th>Candidates first demonstrate knowledge of their target language during the STEP admissions process. Like all STEP candidates, World Language candidates who elect to take the California Subject Examination for Teachers (CSET) must have passed a minimum of one half of the subtests before beginning STEP in June. Additionally, candidates must have met all subject matter requirements prior to beginning the independent student teaching phase of their clinical work (see Advancement to Independent Daily Student Teaching - Multiple Subject/Single Subject). Since 2005, 100% of the candidates who took the CSET to fulfill the subject matter requirements received a passing score. Candidates delve into linguistics and the nature of language in their STEP coursework. In EDUC264A: Curriculum and Instruction in World Languages (summer quarter), candidates explore the complex process of second-language acquisition using Bill Van Patten’s text From Input to Output. Candidates acquire a basic understanding of current research regarding the nature of language acquisition, tracing the mechanisms and pathway of processing linguistic input, its effects on the internal developing linguistic system, and the role of language output. Candidates explore how to incorporate this understanding of second-language acquisition as they plan lessons and assessments. Furthermore, in EDUC264B: Curriculum and Instruction in World Languages (fall quarter), candidates focus on the teaching of the structure and grammar of their language using communicative lesson models that focus on form. Candidates explore strategies to make the linguistic rules of the language accessible and comprehensible to students at varying communicative abilities. For example, candidates explore how and when to introduce necessary but potentially confusing rules, such as the subjunctive case, to students. In EDUC388: Language Policies and Practices, a specific discussion section for World Language candidates further focuses on concepts in linguistics and on getting a deeper understanding of structural and pragmatic uses of languages in general and the target language in particular.</th>
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<td>Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers.</td>
<td>EDUC264A: Curriculum and Instruction in World Languages (summer quarter) addresses the integration of culture with the development of second language skills. Candidates begin to explore how to introduce and incorporate the cultures and societies associated with a language in meaningful ways. Yet, EDUC264C: Curriculum and Instruction in World Languages (winter quarter) focuses heavily on the teaching of culture and on connecting language instruction with information about associated cultures. In this course, candidates explore issues of language variation and language legitimacy in the target culture, including heritage learners. Candidates also develop a scope and sequence for a heritage language learner program and adapt or design mini-lessons for a native/heritage-learner classroom. The culminating project for this quarter requires candidates to develop a full unit, with a focus on teaching of cultural content.</td>
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| They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition. | Throughout all STEP courses candidates have opportunities to grapple with issues of assessment, such as grading and its relationship to student motivation, or the tension between individual accountability and the evaluation of group products during group work (see, for example, EDUC284: Teaching and Learning in Heterogeneous Classrooms). The practical aspects of how candidates provide ongoing, sound feedback to students, how candidates help students self-assess using criteria and standards, and how candidates plan assessments at key junctures of their courses are perennial topics in class discussions, in the small supervisory groups led by the university supervisors, and in conversations with the cooperating teachers. Candidates learn how to make curricular and instructional choices based on what they discover about their students’ learning. The quarterly assessments collect evidence of assessment practices in the field placement under CSTP Standard 5 (Assessing Student Learning).

Candidates address more general topics about assessment during the winter quarter of in EDUC246C: Secondary Teaching Seminar. They learn about formative and summative assessments, standardized tests, performance assessments, rubrics, and the various definitions of authentic assessments. They analyze, critique, and design assessment tools that serve to diagnose students’ prior knowledge, to check for understanding, and to tap into students’ habits of mind. The culminating assignment for Single Subject candidates is the creation of an assessment plan and rationale for use during the candidate’s first year of teaching (see Assessment and Grading Policy assignment).

With regard to language instruction specifically, candidates continue to develop and practice skills that help them determine how to use appropriate and varied language throughout the curriculum and instruction sequence. EDUC264A: Curriculum and Instruction in World Languages (summer quarter) addresses theoretical approaches to language learning and assessment, as well as evaluation for communications-based instruction. Both topics give candidates tools to assess and modify instruction, and to create challenging instruction based on the skills of their students. During EDUC264B: Curriculum and Instruction in World Languages and EDUC264C: Curriculum and Instruction in World Languages (fall and winter quarters) candidates explore proficiency-based assessment and curriculum development using backwards design, which focuses on what students understand and how teachers adjust strategies and levels of language difficulty to facilitate learning. In EDUC264C: Curriculum and Instruction in World Languages (winter quarter) candidates continue to address the assessment and testing of language proficiency, and they also explore second language instruction for diverse learning styles. To that end, candidates learn a variety of assessment tools and methodologies (both formal and informal) to allow a range of students the opportunity to demonstrate knowledge. Finally, in their lesson plans, candidates provide evidence that their instruction has been informed by student assessment. |

| Candidates emphasize critical thinking and evidence of student learning to inform their best practices in teaching. | In both EDUC264B: Curriculum and Instruction in World Languages and EDUC264C: Curriculum and Instruction in World Languages (fall and winter quarters), candidates teach lessons in their placements and then reflect on their teaching on their teaching. In the winter quarter, candidates collect and categorize formal assessment data from their students and reflect on the efficacy of their teaching. Through these assignments candidates must provide evidence that students are thinking critically and learning the desired content. Candidates explore their conceptions of critical thinking, and discuss how students of varying communicative abilities might demonstrate such thinking in oral and written communication. Finally, candidates reflect on their teaching practice and what elements of their teaching—activity structure, materials used, teacher language, etc.—furthered and hindered student learning.

In EDUC289: The Centrality of Literacies in Learning & Teaching, STEP Secondary teacher candidates learn how to support students in analyzing texts and how to frame discussions of chosen texts in order to better facilitate students’ use of these critical thinking |

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skills. Candidates examine research-based strategies on how to guide students in synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration. Additionally, candidates are asked to reflect on their ability to facilitate these skills for their full range of learners. In their Final Reflection for candidates examine their own use of language in discussions with students, and reflect on instances in which they facilitated students’ use of critical thinking skills, as well as instances in which they could have employed different strategies to support and affirm students’ use of these skills.

| Candidates also demonstrate that they can effectively use technology to support and enhance their instruction. | Candidates explore the usage of technology in instruction across all three quarters of the EDUC264A, B and C: Curriculum and Instruction in World Languages sequence. They are presented with examples of using technology across the four skills of reading, listening, speaking, and listening. Technology usage ranges from online resources for recording speech, integrating authentic online speech samples from the target culture, using presentation software such as PowerPoint, videos, document cameras, Google Docs, and more. In addition, candidates are required to integrate technology in the EDUC264C: Curriculum and Instruction in World Languages (winter quarter) final unit plan design. |
| Candidates examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. | STEP seeks to prepare teachers who can create equitable classrooms and schools in which all learners meet high intellectual, academic, and social standards (see **STEP Mission Statement**). Therefore, the program aims to cultivate candidates’ professional commitment to the learning and growth of all students. In creating equitable classrooms, candidates organize the learning environment so that all students participate actively as they engage with intellectually challenging curricula. In an equitable classroom, candidates treat students fairly and equitably. Students interact with equal status, and their voices are heard by peers and by the teacher. An ethic of care pervades an equitable classroom; students serve as academic, linguistic, and social resources for each another and are accountable to each other as members of a classroom community. Candidates also develop a professional stance toward inquiry by learning to reflect on their own practice and to question existing school and societal structures that promote inequity. All of our candidates enter the program with a commitment to educational equity and diversity. For example, during the process of matching candidates to their field placements, candidates often express preferences for schools with traditionally underserved populations or schools undergoing significant reform efforts in support of educational equity. However, STEP pushes all students to think about and create equitable classrooms as part of their professional commitment as educators. To that end, candidates examine the theoretical and practical aspects of creating equitable classrooms in EDUC299: Educating for Equity and Democracy and EDUC284: Teaching and Learning in Heterogeneous Classrooms, respectively. Candidates also have opportunities to learn about laws and policies that apply to particular groups of students. In EDUC388A: Language Policies and Practices, for example, they examine the legal background and ramifications of various language policies and the differential learning and achievement outcomes of students who are English language learners. Candidates also complete EDUC285: **(Multiple Subject/Single Subject)** Supporting Students with Special Needs, in which they learn about the legal requirements for identifying and referring students with special needs, providing appropriate accommodations, and assessing student work. Because candidates complete their clinical placement in settings where they work with diverse student populations, they have many additional opportunities to enact their commitment to equity and fairness. (For example, placement sites **(Multiple Subject/Single Subject)** for the regular academic year are selected in part on the basis of their linguistic diversity. In rare instances (high level chemistry or physics courses for example), when a candidate’s primary assignment does not fulfill the criteria for linguistic diversity, a second clinical placement is arranged to ensure that the candidate has opportunities to support the language development of English learners under the supervision of a qualified teacher. In the written reflections that candidates complete as part of formal observation cycles throughout the year, they often wrestle with issues of equity—racial, linguistic, socio-economic, gender, etc.—and their efforts to meet the needs of all students. Supervisory meetings also offer candidates another opportunity to introduce and delve into any issues of equity which might be occurring at their placement sites. Furthermore, STEP requires candidates to collect video from the field placement as they complete course assignments, supervisory observations, and the **PACT Teaching Event**. This video footage provides additional evidence of the ways that candidates’ dispositions are demonstrated in their interactions with students, as well as candidates’ attempts to include all students in the classroom. By the end of the year STEP has gathered information from the sources described above to assess how candidates’ sense of professionalism and commitment to equity has developed throughout the year. Candidates also complete an exit survey in June, in |
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which they indicate where they will be teaching the following year (if known) and where they hope to teach in the future. The majority of candidates obtain jobs in schools where they will work with diverse students, with mixed academic achievement, and they express a desire to do so in the future as well. Most candidates express strong preferences for working with underserved students. Our most recent alumni survey (2012) indicated that 75% of survey respondents, all of whom graduated between 2002 and 2011, are still employed as classroom teachers. 85% of those alumni work in public schools (including public charter schools), and over half of these respondents (58%) teach in Title I schools.

In addition, at the beginning and end of each year, one of STEP’s directors asks candidates to create a visual representation of the teaching role, supplemented by responses to a set of questions. An analysis of these representations reveals significant changes over the year in candidates’ conceptions of teaching. For example, subject matter becomes much more central to the candidates' perceptions of the teaching profession. Candidates also move away from generic representations of students to representations that highlight student diversity. Furthermore, candidates showed a change in their perceptions about who assumes the central role in the learning process, shifting from an image of the teacher as the focal point to an image that puts students at the center of the representation.

Finally, when STEP candidates complete the Summary Reflections for their graduation portfolios (Multiple Subject/ Single Subject), they assess their progress with regard to the California Standards for the Teaching Profession and identify areas for their continued growth. These reflections consistently offer insights into their personal and professional growth throughout the program. Candidates describe how much they have learned about what students are able to learn and do, and they describe their efforts to create equitable classrooms. They acknowledge the challenges they face: meeting the needs of English language learners, countering status differences in the classroom, and making difficult content engaging to children and adolescents, among others. They also reveal how sincerely they have grappled with these challenges during the STEP year and how committed they are to meeting the needs of all students. They understand that these professional perspectives require a careful attention to students and to the dynamics of the classroom, as the excerpt below reveals:

> I have come to realize that the most important aspect of my practice as a teacher is getting to know my students as people and the relationships we build inside the classroom. I find that connecting to people comes easy to me and because of this I am able to get to know my students quickly and on a deep level. I get to know my students through surveys, one-on-one interactions, and conversations outside of class. I also speak with other teachers who have had experience with the more challenging students in an attempt to find out strategies that work for each individual. For example, six weeks ago a student was moved out of my colleague’s class and into mine because of behavior issues and inappropriate behavior with a few of his classmates. Before he even officially joined my class I went to that colleague to get advice about the student; specifically what types of structure and discipline he responds to and what did not work for him. Because of her insight I was able to make a connection with him right away and we are now very close. He comes in to my office hours weekly to make up work and has already improved his attendance since we made a connection. In my class there are no behavior issues with him and he is one of my most engaged students.

> I also used technology to communicate and interact with my students. Almost every student has a cell phone and

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I’ve realized it is better to work with technology than to fight it by attempting to ban it from the classroom. My cooperating teacher introduced me to “Cel.ly”, an SMS messaging program that works like twitter. “Cel.ly” allows me to send out reminders, polls, and receive inquiries from students at any time, using only my cell phone.

My passion for science, specifically entomology, animal behavior and conservation, helped me maintain my enthusiasm for teaching biology and environmental science this year. Because of my background, I have done research in the field and know first hand which skills are important in real-world science applications and do my best to incorporate them into labs and activities. For example, early this year I implemented a “capture and release” activity during the ecology unit so students could practice using real techniques that research and field biologists use. This year I was able to share this passion when I designed entomology-themed lessons for both my primary and secondary classes. (Jessica M. STEP 2013)

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<th>Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.</th>
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<td>Issues of access to the core curriculum are also substantively addressed in each of the curriculum and instruction course sequences. Each curriculum and instruction course requires a major unit plan as a culminating project, in which candidates must include strategies for making the unit’s material accessible to exceptional students.</td>
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<td>Candidates also learn how to build classrooms where students with different strengths and needs participate actively and equally in EDUC284: Teaching and Learning in Heterogeneous Classrooms (Single Subject candidates) and in EDUC244E and F: Elementary Classroom Culture and Management (Multiple Subject candidates). In these courses candidates learn how to identify the many intellectual, academic and social competencies of all students—regardless of the student’s socio-economic, ethnic/racial, gender, or other backgrounds—and to celebrate the various contributions students make. Furthermore, as with other STEP coursework, EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject) emphasizes looking at students as individual learners with unique strengths and needs. A key principle of the course is the importance of building learning profiles of individual students, drawing on each student’s strengths, and addressing learning challenges incrementally with curricular support and personalized attention.</td>
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<td>EDUC299: Educating for Equity and Democracy addresses issues of gender-fair learning and teaching, as do EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi). In addition, Single Subject candidates in mathematics and science discuss issues of equitable access to the mathematics and science curricula for girls and young women. Secondary mathematics candidates address participation of young girls in mathematics classrooms in EDUC263B: Curriculum and Instruction in Mathematics, and science candidates focus on understanding about gender issues in the sciences when delving into the larger question of “Who are our students?” in EDUC267C: Curriculum and Instruction in Science.</td>
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<td>Finally, language learning and literacy development are at the heart of the learning process for all students. STEP candidates develop tools to work in heterogeneous classrooms with students who have a wide range of previous academic achievement, students with varying levels of English language proficiency, and students in mainstream classes who have specific learning difficulties. (See EDUC284: Teaching and Learning in Heterogeneous Classrooms and EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject).) Many STEP courses, such as EDUC289: The Centrality of Literacies in Teaching and Learning (Single Subject candidates), EDUC228 E-G: Becoming Literate in School (Multiple Subject candidates) (see syllabi) and EDUC388A: Language Policies and Practices (all candidates), EDUC388F: Introduction to Academic Language (Multiple Subject</td>
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**Category C: Preparation to Teach All Students in California Schools**

| Candidates are prepared to effectively teach diverse students by increasing candidates’ knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students. | STEP seeks to prepare and support teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. (See [STEP Mission Statement](#)). STEP works to expand the goal of diversity among candidates, faculty, and P-12 students to include goals of equity and excellence. Demographic diversity in itself is not sufficient. To narrow the achievement gap among students from different socio-economic, racial, ethnic, linguistic, and cultural backgrounds, students with exceptionalities, and students of different sexual orientation, candidates learn to create equitable classrooms and to recognize the strengths, interests, and needs of all students. Beyond understanding the curricular and pedagogical challenges of teaching in diverse classrooms, candidates learn how to capitalize upon the diverse intellectual contributions, ideas, and perspectives that emerge in heterogeneous groups of students. To meet these goals, candidates are supported in developing the following proficiencies: designing learning segments where students can access information relevant to the task through multiple representations, via different media, and in different ways; developing assessments that allow students to demonstrate their knowledge and understanding in multiple formats, orally and in writing; using different participant structures in the classroom to maximize student engagement; and engaging in inquiry and reflecting on their practice. Candidates develop the empathy and vision to see their students for who they are, the skills to address student learning strengths, interests and needs, and the commitment to continue working for students when inevitable obstacles are encountered. Candidates are expected to demonstrate these proficiencies in their university assignments, as well as in their work in the field. 

STEP’s university-based and field-based curriculum is deliberately designed to provide opportunities for candidates to recognize the value of diversity in teaching and learning. Rather than teaching about race or ethnicity in ways that stereotype individuals as representatives of groups, STEP courses include readings about language, culture and socio-economic background in the context of classrooms, schools and communities. Candidates complete assignments and engage in discussions that help them confront their own biases, acknowledge different perspectives, and reframe their understanding of diversity and equity. Indeed, STEP’s emphasis on learning to teach for social justice and to create equitable classrooms permeates its curriculum but receives focused attention in courses like EDUC299: Educating for Equity and Democracy, EDUC284: Teaching and Learning in Heterogeneous Classrooms, EDUC244 and 244E and F: Classroom Management and Leadership and Elementary Classroom Leadership and Management, and EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi) where candidates examine the social systems of society, school, and classrooms with the purpose of identifying pedagogical interventions that counteract educational inequities. 

Furthermore, in their clinical placements, candidates get to know their students through close interactions by observing, interviewing, instructing, and assessing work to understand students’ lives and learning. Clinical placements enable candidates to work with expert practitioners who are knowledgeable, skillful, and committed to the academic success of all their students. Increasingly, faculty at placement schools have been working explicitly on an equity agenda through efforts to de-track classes and... |
Candidates study and discuss the historical and cultural traditions of the

The topic of historical and cultural traditions of major cultural and ethnic groups is specifically covered in the required courses: EDUC240: Adolescent Development and Learning (Single Subject candidates) and EDUC246F: Elementary Teaching Seminar (Multiple Subject candidates). In these courses candidates also explore meaningful and integrated ways to include students’

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maintain an academically and intellectually challenging curriculum for all students.

STEP draws on many assessments, including university supervisor observations of candidates’ performance in the field, to evaluate candidates’ proficiencies related to equity in each part of the teaching and learning cycle: planning, instruction, assessment, and reflection. The following questions guide STEP’s assessments of candidates’ proficiencies: For example, to what extent do lesson plans and units provide all students with access to challenging content? What do candidates’ interactions with their students demonstrate about their ability to facilitate equitable participation of all students in the classroom? How do candidates use formative and summative assessments to provide opportunities for all students to show what they have learned, and to what extent do candidates use this information to inform their subsequent planning? What do candidates’ written reflections reveal about their inquiry into and consideration of issues of diversity and equity? The summative assessment of these proficiencies is the PACT Teaching Event included in their graduation portfolios (Multiple Subject/Single Subject). For the past three years, all candidates have successfully completed PACT and fulfilled graduation requirements.

The following excerpt from a summary reflection is representative of how candidates describe what they have learned:

What does it mean to put students first? Each course I took at Stanford answered this question differently. Literacies suggested the answer was validating students as primary sense makers. Heterogeneous Classrooms indicated that you put students first when you give them truly complex tasks and structure those tasks in a way that allows them to rise to your standard in their own, varied way. Adolescent Development maintained that developing a holistic relationship with a student puts his or her first. Curriculum and Instruction and Language Policies and Practices focused on designing lessons and units where students are active participants in their own learning. Classroom Management offered that creating consistent classroom structures promoted student learning by allowing for an effective classroom community.

In my own classroom, putting students first has also manifested in different ways. First, Palmer’s "Heart of a Teacher" empowered me to be my authentic self in the classroom. Fortunately, my authentic self cares deeply about students as holistic beings. I often think that teachers can get stuck behind arbitrary, rigid structures that ultimately do not promote student growth. I hope that when students interact with me they see that my only agenda is helping them the best way I can. Second, maximizing opportunities for student interaction in every lesson is another way in which I put students first. I firmly believe that student talk should comprise more instructional time than my own voice in each lesson. Exposing and developing student voice is what first inspired me as a novice educator entering STEP; it remains a core of my practice, but it is more purposeful now. Talking to fill the space isn’t always productive; however, I seek to develop student voice through quality interaction around problem solving, interpreting text, and skill development. Both developing student voice and my agenda to help students are the primary ways I put students first in my class. I hope these factors have created an effective learning community for my students this year, and will serve me well in future classrooms. (Rachel, STEP 2013)
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Cultural values and traditions into the classroom culture and into their lessons. The discipline-specific curriculum and instruction course sequence (see syllabi) also explores meaningful ways to include students’ cultures and traditions into the classroom. For example, History-Social Science candidates consider cultural narratives and traditional tales about historical events as a source of historical information for many students. Candidates examine how to use such culturally based stories, and students' knowledge from these stories, as a complement to primary and secondary historical sources. Furthermore, all candidates complete EDUC299: Educating for Equity and Democracy. In this course candidates examine the historical, political, and economic forces that influence American schools (with an emphasis on California) and the experiences of P-12 students. In addition to exploring issues of equity during their regular discussion meetings, candidates also write reflective reading responses and develop a personal dictionary of terms to show how they are working to redefine their views of children and adolescents, schools and communities, learning, and intelligence.

Furthermore, as part of their summative PACT Teaching Event candidates are asked to describe their students’ home and community cultures. Thus, candidates must think about the contexts and backgrounds with which students arrive at school, as well as how they as educators can best leverage and incorporate those cultures and contexts in the classroom.

Finally, STEP intentionally recruits candidates with diverse backgrounds and experiences so that the STEP cohort reflects greater diversity than the present California teaching workforce. This diversity creates opportunities for candidates to learn from each other’s experiences and identities, including those related to race and ethnicity, socioeconomic class, religion, gender, and sexual orientation. In addition, each cohort includes several career changers who plan to enter teaching after experience in a variety of professions, including law, medicine, and engineering. Several STEP courses explicitly foster discussions of identity, diversity, and equity. Candidates report that these conversations with STEP colleagues enrich their understanding of diversity and better prepare them to work with students from diverse backgrounds.

Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias.

Creating equitable classrooms for diverse school populations is a fundamental educational, social, political, and moral goal. In an equitable classroom, students have equal access to intellectually challenging, grade-appropriate curriculum, and to the teachers’ instructional support. Each student is viewed as capable of learning both basic skills and high-level concepts. Students appreciate not only the different perspectives and cultures of their classmates, but they feel that they are on an equal footing with each other intellectually and academically. All students are active and influential participants, and their opinions matter to the teacher and to their fellow students. It is this kind of equity and equality that brings about achievement undifferentiated by students' background.

While all STEP courses address the importance of this standard, Single Subject candidates encounter it most explicitly in EDUC284: Teaching and Learning in Heterogeneous Classrooms and EDUC244: Classroom Management and Leadership. These courses focus on creating safe learning spaces for all students and suggest practical pedagogical and instructional strategies for creating such classrooms. In EDUC246E-H: Elementary Teaching Seminar (see syllabi) and EDUC244E and F: Elementary Leadership and Management, Multiple Subjects candidates learn to minimize bias in the classroom and to create supportive classroom communities. All candidates further consider their responsibility to insure the safety of all students when they complete EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject). Finally, as mentioned above, all candidates explore issues of equity and probe their own views of children and adolescents, schools and communities, learning, and intelligence in EDUC299: Educating for Equity and Democracy.
## Category C: Preparation to Teach All Students in California Schools

Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

| STEP’s emphasis on learning to teach for social justice and to create equitable classrooms permeates its curriculum but receives focused attention in courses like EDUC299: Educating for Equity and Democracy and EDUC284: Teaching and Learning in Heterogeneous Classrooms, and EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi) where candidates examine the social systems of society, school, and classrooms with the purpose of designing pedagogical interventions that counteract educational inequities. |
| As mentioned above, all candidates complete EDUC299: Educating for Equity and Democracy. In this course candidates examine the historical, political, and economic forces that influence American schools and the experiences of P-12 students. In addition to exploring issues of equity during their regular discussion meetings, candidates also write reflective reading responses and develop a personal dictionary of terms to show how they are working to redefine their views of children and adolescents, schools and communities, learning, and intelligence. Indeed, in this course candidates go beyond a theoretical examination of beliefs and begin to systematically examine and reexamine their own attitudes. |

Furthermore, all STEP courses hold a strengths-based, rather than deficit, view of all learners. Therefore, in classes ranging from EDUC284: Teaching and Learning in Heterogeneous Classrooms, to EDUC246E-H: Elementary Teaching Seminar (see syllabi), to EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject) candidates are taught specific pedagogical practices to both respect the specific needs and yet hold high expectations for each learner. |
Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates are provided multiple opportunities to learn how personal, family, school, community, and environmental factors are related to students’ academic, physical, emotional, and social well-being. Candidates have knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Understanding, respecting, and incorporating students’ families and communities is integral to educating students. To that end, STEP provides candidates with multiple opportunities through numerous courses to understand how families, communities and environments impact students’ academic and emotional well-being. For example, in EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi) candidates explore how knowledge of students’ diverse backgrounds can contribute to the construction of a classroom community. Also, forging school-family partnerships is one of the two primary focal topics of the spring Teaching Seminar for Multiple Subject candidates. In EDUC299: Educating for Equity and Democracy and EDUC244: Classroom Management and Leadership (Single Subject) and EDUC244E and F: Elementary Classroom Leadership and Management (Multiple Subject), candidates explore how this diversity contributes to the complexities of teaching and learning. Candidates explore and deconstruct normative understandings of “traditional” family structures, and work to recognize and appreciate the range of family structures, home cultures, and child rearing practices from which their students come. These courses aim to encourage growth in candidates’ understanding and appreciation of the complex relationship between classroom life and the rest of the world.

In EDUC240: Adolescent Development and Learning, Single Subject candidates learn about students as social members of family, peer, and community contexts and students’ identity formation within various social and cultural dimensions. In EDUC283: Child Development in and Beyond Schools, Multiple Subject candidates learn how cultural contexts influence the process of identity development. In EDUC246B: Secondary Teaching Seminar, Single Subject candidates learn about trends in parent engagement and how teachers can collaborate with parents to support students’ learning. Furthermore, in EDUC283: Child Development in and Beyond Schools and in EDUC246E-H: Elementary Teaching Seminar (see syllabi), Multiple Subject candidates learn about the importance of the family context in supporting student success in the school setting and develop tools and strategies for building successful home-family partnerships. Assignments engage candidates in developing productive communication strategies with families and support strategies and skills for effective parent-teacher conferences.

Single and Multiple Subject candidates also have the opportunity to explore how an educator’s relationship with students’ families can contribute to the creation of a supportive classroom environment in EDUC244: Classroom Management and Leadership and in EDUC244E and F: Elementary Classroom Leadership and Management. Furthermore, EDUC283: Child Development in and Beyond Schools helps Multiple Subject candidates begin to understand how young students make the transition into schooling and develop identities as learners in the context of school and their home communities.

Candidates also receive opportunities at their placement sites to practice forging respectful and productive relationships with families and communities. In EDUC244: Classroom Management and Leadership (Single Subject) and EDUC244E and F: Elementary Classroom Leadership and Management (Multiple Subject), the Classroom Management Plan assignment (Single Subject/ Multiple Subject) asks candidates to use their knowledge of diverse family structures, community cultures, and child rearing practices to inform their communication with families in support of students’ learning. In these courses, candidates demonstrate their ability to communicate effectively with families when they complete this final assignment. In their clinical placements, candidates participate in Back to School Nights and parent-teacher conferences, Student Study Team meetings, Individualized Education Programs (IEPs), and/or advisories. Single Subject candidates make phone calls to students’ parents or guardians and conduct
Candidates have knowledge of major laws and principles that address student rights and parent rights pertaining to student placements. Candidates learn about the effects of student health, safety, and accident prevention on student learning. Candidates study the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse and neglect.

In **EDUC240**: Adolescent Development and Learning, Single Subject candidates learn about the rights of students and parents with regard to schooling placements, as well as how to communicate with families and appropriate stakeholders around those placements. In the fall quarter of **EDUC246B**: Secondary Teaching Seminar and in the spring quarter of **EDUC246H**: Elementary Teaching Seminar, all candidates also explore this topic. In **EDUC285**: Supporting Students with Special Needs (Multiple Subject/Single Subject), all candidates learn the legal requirements of special education, testing procedures, the development of IEPs, and the support systems and services offered by schools. This course requires that candidates attend an IEP or 504b meeting, which is usually attended by the student’s family member, in order to understand how school and family resources may be marshaled to support a student, as well as to understand how these practices uphold and implement the rights of the family. With regard to language learners, in **EDUC388A**: Language Policies and Practices, all candidates learn about the historical, political, and legal development of bilingual education and the requirements for and impact of English learner placements and instructional programs.

The course also introduces candidates to relevant state and federal policy regarding English language learners, including key federal court cases that have defined how the needs of English learners are met (e.g., Proposition 227, *Lau v. Nichols*, *Castañeda*). Furthermore, in their fourth assignment for **EDUC388A**: Language Policies and Practices, candidates imagine that they have been asked about ELL programs, policies, and research at a dinner party. In their replies, candidates must succinctly discuss federal and California state laws for English learners, including Proposition 227, research on programs and practices for ELLs, and the responsibilities of teachers across content areas to support the language development of English learners, as well as parents’ rights with regard to these placements.

In the fall quarter courses **EDUC246B**: Secondary Teaching Seminar and **EDUC240**: Adolescent Development and Learning, Single Subject candidates learn how a student’s health and behavior influence classroom learning. (See, for example, in the sessions on “Understanding Learning, Development, and Identity during Adolescence” and “Who am I as a Social Member? Development in Family, Peer, and Community Contexts.”). In the fall quarter of **EDUC246F**: Elementary Teaching Seminar, Multiple Subject candidates examine issues related to health and physical education. They complete an assignment asking them to report on the programs, resources, and opportunities provided by the school and district in which they are completing their field placements.

Candidates study the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse and neglect in **EDUC246B** and **F**: Secondary Teaching Seminar and Elementary Teaching Seminar. In these courses, candidates learn about relevant educational policies and legal responsibilities of educators, research resources and policies related to bullying and harassment at their school/district placement sites, and examine developmentally appropriate health education materials. Relevant assignments include the following: (1) an inventory of school and district health and physical education programs and resources in the fall placement sites, and (2) a description of Risk Reporting procedures and processes for mitigating and reporting harassment, discrimination and bullying at the placement school site (see syllabi).

Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention, conflict resolution, and handling emergencies. STEPP candidates are encouraged to consider the impact of the classroom culture and environment on student learning. To that end, candidates spend considerable time reflecting on and creating classroom cultures that are safe and respectful. In **EDUC284**: Teaching and Learning in Heterogeneous Classrooms, Single Subject candidates explore how classroom status differentials can potentially lead to violence. All candidates explore the potential relationship between status and classroom culture in **EDUC285**: Supporting Students with Special Needs (Multiple Subject/Single Subject). In both courses, candidates consider their role as...
management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence. Educators in minimizing status issues and therefore the potential of violence in the classroom. In EDUC244: Classroom Management and Leadership (Single Subject) and EDUC244E and F: Elementary Classroom Leadership and Management (Multiple Subject) candidates read relevant scholarship on the impact of classroom culture, as well as practical, effective strategies for conflict management in classrooms, such as peer mediation. Candidates prepare a detailed Classroom Management Plan (Single Subject/ Multiple Subject) to address issues of conflict resolution and plan for the establishment of respectful, effective learning environments. Candidates are required to consider and plan strategies for diffusing situations that may lead to student conflict or violence and for getting students’ participation in creating a safe classroom culture. Candidates are also asked to know the district and school resources—from peer counselors to social workers—who might help diffuse volatile situations. In their observations, candidates receive feedback from their supervisors and cooperating teachers on their progress in creating physically and emotionally safe classrooms.

Candidates understand the effects of family involvement on teaching, learning and academic achievement, and candidates learn and apply skills for communicating and working constructively with students, their families and community members. As described above, STEP’s curriculum and practices reflect that understanding, respecting, and incorporating students’ families and communities is integral to educating students. To that end, STEP provides candidates with multiple opportunities through numerous courses to understand how families, communities and environments impact students’ academic and emotional wellbeing. For example, in EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi) candidates explore how knowledge of students’ diverse backgrounds can contribute to the construction of classroom community. Candidates also learn about the importance of the family context in supporting student success in the school setting and develop tools and strategies for building successful home-family partnerships. Assignments engage candidates in developing productive communication strategies with families and support strategies and skills for effective parent-teacher conferences. In EDUC299: Educating for Equity and Democracy, Single and Multiple Subject candidates explore how this diversity contributes to the complexities of teaching and learning. Candidates explore and deconstruct normative understandings of “traditional” family structures, and work to recognize and appreciate the range of family structures, home cultures, and child rearing practices from which their students come. The course aims to encourage growth in candidates’ understanding and appreciation of the complex relationship between classroom life and the rest of the world.

In EDUC240: Adolescent Development and Learning, Single Subject candidates learn about students as social members of family, peer, and community contexts and students’ identity formation within various social and cultural dimensions. In EDUC283: Child Development in and Beyond Schools, Multiple Subject candidates learn how cultural contexts influence the process of identity development. In EDUC246B: Secondary Teaching Seminar, Single Subject candidates learn about trends in parent engagement and how teachers can collaborate with parents to support students’ learning. Furthermore, in EDUC283: Child Development in and Beyond Schools and in EDUC246E-H: Elementary Teaching Seminar (see syllabi), Multiple Subject candidates learn how families and the social relationships within them serve as contexts for learning. Single and Multiple Subject candidates also have the opportunity to explore how an educator’s relationship with students’ families can contribute to the creation of a supportive classroom environment in EDUC244 : Classroom Management and Leadership (Single Subject) and in EDUC244E and F: Elementary Classroom Leadership and Management (Multiple Subject).

Candidates also receive opportunities at their placement sites to practice forging respectful and productive relationships with families and communities. In EDUC244: Classroom Management and Leadership (Single Subject) and EDUC244E and F: Elementary Classroom Leadership and Management (Multiple Subject), the Classroom Management Plan assignment (Single Subject/ Multiple Subject) asks candidates to use their knowledge of diverse family structures, community cultures, and child rearing practices to inform their communication with families in support of students’ learning. In these courses, candidates demonstrate their ability to communicate effectively with families when they complete this final assignment. In their clinical placements, candidates
 Candidates understand when and how to access site-based and community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources.

As noted above, in EDUC246B and F: Secondary Teaching Seminar and Elementary Teaching Seminar candidates research resources and policies related to mandatory reporting, bullying and harassment at their school/district placement sites. In addition, in the fall quarter of the Secondary Teaching Seminar, a school counselor speaks to candidates about local resources to support students’ academic, physical, and social-emotional well-being.

The program also provides candidates with opportunities to learn about and learn how and when to access site and community-based resources to meet the needs of specific student populations. For example, EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject) requires that candidates attend at least one IEP or 504b meeting in order to fully understand how school professionals and families come together to coordinate services for students with special needs. For that class, candidates are also required to consult with a variety of school professionals—such as a resource coordinator, social worker, or another teacher—on their case study student. In this way, candidates understand what types of information and resources these professionals may provide in supporting special needs students, how to collaborate with these professionals, and how to build a positive *school* climate (not just a classroom climate) for students with special needs. Also, EDUC388A: Language Policies and Practices helps candidates understand the philosophy, design, goals and characteristics of instructional models and programs designed to meet the needs of English learners and how these programs contribute to the language and academic development of English learners. Drawing on class readings and lectures, candidates discuss resources available to support English learners, including programs and instructional practices that promote English language development. In addition, in EDUC284: Teaching and Learning in Heterogeneous Classrooms, candidates complete an assignment in which they develop linguistic profiles of their field placements. In doing so, they describe the linguistic backgrounds of the students in their classes and in the school in general. Candidates learn about school structures and resources available for English learners, including English Language Development (ELD) courses, mainstream, bilingual, or sheltered content area courses, as well as the presence of specialists and paraprofessionals who provide additional support to English learners. Candidates also observe and describe the language demands of the classroom and consider under what circumstances English learners, as well as the whole class, seem to struggle with oral or written language. This attention to individual students, the class as a whole, and the broader school context prepares candidates to develop instructional practices that meet the language needs of their students.

Through the Graduate School of Education, candidates have a wide array of opportunities and resources to help support their students, including lectures, resource fairs, conferences, and workshops. Candidates have access to these resources throughout the STEP year and as Stanford alumni.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates participate in Back to School Nights and parent-teacher conferences, Student Study Team meetings, Individualized Education Programs (IEPs), and/or advisories. Single Subject candidates make phone calls to students’ parents or guardians and conduct home visits in EDUC240: Adolescent Development and Learning, and/or as part of their student teaching assignments. Finally, in their summative PACT Teaching Event, all candidates must demonstrate their knowledge of their students’ home experiences and communities.

In the fall quarter, EDUC246B: Secondary Teaching Seminar and EDUC240: Adolescent Development and Learning Single Subject candidates learn how a student’s health and behavior influence classroom learning. (See, for example, sessions in EDUC240: Adolescent Development and Learning on “Understanding Learning, Development, and Identity during Adolescence” and “Who am I as a Social Member? Development in Family, Peer, and Community Contexts.”)
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<th>Candidates learn effective strategies for encouraging the healthy nutrition of children and youth.</th>
<th>summer school program, in which both the teacher candidates and the elementary students learn about the importance of good health and how health can affect their ability to learn in the classroom. In the summer and fall quarters of EDUC246F: Elementary Teaching Seminar, Multiple Subject candidates examine issues related to health and physical education. They complete an assignment asking them to report on the programs, resources, and opportunities provided by the school and district in which they are completing their field placements. Multiple Subject candidates also explore the importance of health and nutrition in EDUC267G: Integrating the Garden into the Elementary Curriculum, a gardening course developed in partnership with Jessie Cool, a local chef and pioneer in sustainable, organic living.</th>
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<td>Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.</td>
<td>In EDUC246B and F: Secondary Teaching Seminar and Elementary Teaching Seminar, Single and Multiple Subject candidates learn how to understand a school’s or district’s referral process for children and adolescents with communicable diseases. Single Subject candidates also explore a teacher’s role, as well as resources, in supporting students with chronic disease who may be at risk of suicide.</td>
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<td>All candidates examine the impact of bullying on students’ academic, social, and emotional well-being. In EDUC244 and EDUC244E and F: Classroom Management and Leadership and Elementary Classroom Leadership and Management candidates are required to prepare a detailed Classroom Management Plan (Single Subject/ Multiple Subject) to address issues of conflict resolution and to plan for the establishment of respectful, effective learning environments. In EDUC246B and F: Secondary Teaching Seminar and Elementary Teaching Seminar candidates also research resources and policies related to mandatory reporting, bullying and harassment at their school/district placement sites. In EDUC284: Teaching and Learning in Heterogeneous Classrooms, Single Subject candidates explore how classroom status differentials can potentially lead to violence.</td>
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| Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross. | All candidates are required to obtain a certificate for adult, child, and infant CPR by the beginning of the winter quarter following enrollment, at the latest. Candidates have two options for completing this requirement: A candidate may identify a program that meets the criteria of the American Heart Association or the American Red Cross through which the candidate may complete an in-person adult/child/infant CPR program and earn a certification that remains valid through his/her graduation from STEP. Alternatively, candidates may complete a CPR course that STEP offers during the fall quarter through local organizations, such as the Red Cross or a local police department. All offered courses meet the criteria of the American Heart Association or the American Red Cross. Secondary teacher candidates begin independent student teaching during winter quarter and elementary candidates complete approximately ten days of independent student teaching in spring quarter. The CPR course must be completed in order for a
teacher candidate to move to independent student teaching.
## Standard 11: Using Technology in the Classroom

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

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<th>Requirement</th>
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<td>Candidates are familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.</td>
<td>Each quarter, Instructional Technology Associate Pamela Levine and Educational Technology Specialist Shawn Kim, members of the Graduate School of Education’s (GSE) Office of Innovation and Technology, hold five seminars for the GSE community, three of which every quarter are developed specifically for STEP candidates. In addition, the Office also offers &quot;on-demand&quot; seminars for groups, such as training on online reference tools or note-taking apps. In all of these seminars, the instructors explore devices and software that candidates can use in their schools and classrooms, as well as basic troubleshooting techniques for these technologies.</td>
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<td>Candidates use appropriate technology to facilitate the teaching and learning process. Candidates are able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning.</td>
<td>Candidates choose software or other appropriate technologies for the learning targets they identify as part of their lesson planning process. The unit assignment in the subject-specific curriculum and instruction course sequences requires the integration of appropriate technology. Candidates articulate a rationale that supports the selection of the technology and addresses the technology’s relevance, effectiveness, and alignment with content standards. Lesson plans that incorporate technology include the preparation involved in using the specific technological tool or application. For example, do the students need to be taught how to use the technology in order to access the content? How does the candidate plan for that? In lesson plans, candidates address relevant factors, such as students’ prior knowledge and the number of available devices. Furthermore, in the technology seminars that the GSE’s Office of Innovation and Technology hosts every quarter specifically for STEP, candidates gain exposure to a variety of technologies, such as web-based response systems, cloud-based platforms for distributing, collecting, and grading student work, and interactive whiteboards for displaying real-world content and leveraging student engagement. Candidates are encouraged, with guidance from the STEP supervisors and cooperating teachers, to consider their instructional aims and classroom context, to view technology as a means for student instruction, not as an end in itself. Therefore, candidates critically evaluate the relevance of these technologies in their particular classrooms.</td>
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<td>Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Candidates demonstrate knowledge and understanding of the appropriate use of</td>
<td>During Orientation, candidates attend a “Professionalism and Technology” seminar in which they discuss the appropriate uses (and challenges) of online tools and social media for teachers, as well as the legal and ethical responsibilities of educators in this regard, including the Family Educational Rights and Privacy Act (FERPA), and relevant state and national professional standards. Candidates also learn about privacy, security, safety issues, and acceptable use policies concerning the collection, storage, and management of information at their field placements. Most school districts have an Acceptable Use Policy and require parents and guardians to file consent forms at enrollment regarding their child’s use of technology. Candidates are expected to be familiar with these materials as part of their duties and responsibilities at their field site. Accordingly, candidates seek permission to videotape or audiorecord portions of their teaching for their STEP courses and for their PACT Teaching Event. Finally, candidates sign an affidavit kept on file with STEP affirming that they know the consent status (permit or decline) for each of their students.</td>
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### Standard 11: Using Technology in the Classroom

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

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<th>Computer-based technology for information collection, analysis, and management in the instructional setting.</th>
<th>Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning.</th>
<th>Candidates complete searches on both the internet and in the electronic databases of the Stanford libraries as an integral part of program coursework. Course assignments require searching and selecting resources found on the web, and class discussions address their relevance to teacher practice. In their curriculum and instruction courses, as candidates discuss the use of technology as an instructional tool, they also explore the veracity of electronic research tools, articulate the trademarks of reliable sites, and discuss strategies for teaching students how to interrogate and validate the reliability of data gathered online. As mentioned above, in the quarterly technology seminars that the GSE’s Office of Innovation and Technology hosts specifically for STEP, candidates gain exposure to a variety of technologies that may enhance student learning, such as web-based response systems, cloud-based platforms for distributing, collecting, and grading student work, and interactive whiteboards for displaying real-world content and leveraging student engagement. Candidates are encouraged, with guidance from the STEP supervisors and cooperating teachers, to consider their instructional aims and classroom context, to view technology as a means for student instruction, not as an end in itself. Therefore, candidates critically evaluate the relevance of these technologies in their particular classrooms.</th>
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<td>Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to all students. Candidates encourage the use of technology with students in their research, learning activities, and presentations.</td>
<td>Some candidates complete their clinical placement in schools that are at the forefront of using technology in the classroom. Summit Prep and Hillsdale High School, for example, are pioneers in using technology in the classroom for personalized learning time, as well as for differentiated instruction. Furthermore, many of our placement schools have introduced one-to-one laptops for students. Though the use of technology is variable in placement schools, all candidates have the opportunity—both formal and informal—to share ways to use technology and to visit one another’s classrooms to understand how to integrate technology into the educational experience. Furthermore, in the curriculum and instruction course series, all candidates practice creating lessons that will allow students to use technologies in research, learning activities, and presentations in subject-specific and grade-level appropriate ways. Ensuring students’ equitable access to technology, as to all learning tools, is central to STEP’s philosophy and candidate training. Throughout the year long technology seminars hosted by the GSE’s Office of Innovation and Technology, candidates are asked to consider the affordances and limitations of all technological tools to which they are introduced. Candidates engage with one another, the instructor, and their STEP and clinical supervisors in discussions on: which students would benefit from the demonstrated technologies; for which students would these technologies present an obstacle (either in use or access); and what role does the teacher and/or school play in providing students access to technologies deemed necessary to the learning process—regardless of students’ socio-economic background or other factors. Furthermore, candidates explore technology as a means for creating equity within the classroom. In EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject), for example, candidates learn about and test out assistive technologies specifically created for students with a variety of special needs.</td>
<td>Some clinical placement sites use data management systems to store, manipulate and analyze student data. At these sites...</td>
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### Standard 11: Using Technology in the Classroom

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

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<th>Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources.</th>
<th>Candidates use a variety of technologies to communicate with colleagues and school support personnel. For example, candidates must use email as a part of the application process, for official communications, and for informal communications with all members of the STEP community. Also, STEP maintains a database of current candidate contact information (including email addresses) and requires that candidates create and maintain a free Stanford University email account for official communications. Candidate email addresses are compiled on list serves that use candidates’ preferred email accounts. During orientation, candidates are encouraged to forward their Stanford email to any other email they use regularly. After candidates graduate, they receive a free email address through the university’s alumni association. Email addresses are added to alumni mailing lists organized by cohort years and content areas. Graduates can use these electronic networks to share curricula, collaborate, and provide support to each other. STEP also uses the list serve to collect data from alumni and to notify them about opportunities for professional development (e.g., the Stanford Continuing Studies Program, the Stanford Summer Teaching Institute, activities of the New Teacher Center, etc.).</th>
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<td>Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:</td>
<td>candidates gain relevant experience using these systems to manage records, provide feedback to students and to parents, and to plan instruction. At placement sites that do not have extensive data management applications, candidates work with their cooperating teachers, STEP supervisors, and the GSE’s Office of Innovation and Technology to create manageable systems for organizing and analyzing student data. For example, some candidates use online spreadsheets and databases to track student assessment data. Again, though the use of technology is variable in placement schools, all candidates have the opportunity—both formal and informal—to share ways to use technology and to visit one another’s classrooms to understand how to integrate technology into the educational experience. Furthermore, in courses such as EDU246C: Secondary Teaching Seminar and EDUC246G: Elementary Teaching Seminar (winter quarter), candidates discuss the integration of assessments and assessment applications with instruction. In EDUC246G, for example, candidates explore technology tools such as online databases for managing student data and Microsoft Excel for graphing and analyzing data. These courses reinforce the idea that computer applications are merely tools—though incredibly useful tools—but candidates must be thoughtful about the types of assessments they plan, the types of student academic data they collect, the systems they use to manage these data, and how they communicate these data to students and parents. Again, candidates explore data management as a necessary and integrated component of instruction.</td>
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<td>Applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents.</td>
<td>Also, all candidates gain experience using computer applications to track their own learning and progress. Candidates use Tk20, STEP’s database, to review the quarterly assessments submitted online by their university supervisors and cooperating teachers. Candidates will soon also use Tk20 to track their completion of credential requirements and to manage personal information relevant for program completion. Candidates also complete a series of online surveys throughout the year designed to capture data about both the content of their coursework and the quality of their clinical placements. Finally, at the end of the year candidates prepare an electronic portfolio, the STEP Graduation Portfolio (Multiple Subject/ Single Subject), to meet requirements for program completion. Candidates also utilize electronic records to document their work for PACT. Graduation Portfolios are archived and reviewed for program evaluation and, in some cases, used as models for analysis by future cohorts. Candidates use collaborative software on learning management sites where course documents, candidate work, and threaded discussions are posted. Stanford uses proprietary course management software called Coursework, but the Graduate School of</td>
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<td><strong>Standard 11: Using Technology in the Classroom</strong></td>
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Education also provides its faculty access to [BlackBoard](#). Other candidates choose to use the STEP hosted [GoogleSite](#) where some find more collaborative and dynamic uses, including setting up reading groups, arranging carpools to school sites, and organizing professional development opportunities. Some instructors use the GoogleSite to share student work and to take advantage of more flexible structures not available in more traditional course management software. Some curriculum and instruction faculty use it to post student work for peer review and to compile lists of internet resources for a particular content area.

In their clinical placements candidates use email as a tool for communication with parents and families, and at times with students. Some candidates, for example, create email lists so they can send out notifications to students and parents. Under the guidance of their clinical supervisor, candidates also explore other tools for communication, when appropriate, such as websites or online document storage systems.

As mentioned above, ensuring students’ equitable access to technology, as to all learning tools, is central to STEP’s philosophy and candidate training. As part of the [PACT Teaching Event](#), candidates must describe their students’ home context, including students’ access to technology in the home. Candidates also consider whether there are other places, such as a library or at the school, where students and families can access technology. This process forces candidates to understand disparities in technology access among their students, and to create equitable communication tools for students and families. Some candidates ultimately decide, for example, that letters and phone calls to families are more appropriate than emails, given families’ differences in access to technologies.
Standard 12: Preparation to Teach English Learners

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learners’ needs.

A noteworthy proportion of STEP teacher candidates were identified as English language learners during their elementary and secondary school years. Their presence and contributions are invaluable for enhancing the understanding of issues related to language learners in K-12 classrooms. In addition, STEP coursework and fieldwork provide ample opportunities for candidates to learn how to support English language learners in developing content knowledge and language proficiency. Many STEP courses address issues of equitable access to the curriculum for all students, including English language learners, and help candidates attend to the diverse cultural backgrounds of their students.

In addition to the subject specific curriculum and instruction course sequences, several courses address language acquisition and literacy development more deeply (see syllabi and assignments):

- **EDUC289**: The Centrality of Literacies for Teaching and Learning helps Single Subject candidates understand the relationship between language development and the development of reading and writing;
- **EDUC228E, F, and G**: Becoming Literate in School helps Multiple Subject candidates understand the relationship between language development and early literacy;
- **EDUC284**: Teaching and Learning in Heterogeneous Classrooms helps Single Subject candidates to meet the needs of all students in classrooms that include students who read well below grade level or who are not proficient in the language of instruction;
- **EDUC388A**: Language Policies and Practices provides all candidates with a repertoire of theory-based methods to facilitate and measure English learners’ growth in English language and literacy acquisition, as well as create learning environments that promote English language development and content area learning;
- **EDUC388F**: Introduction to Academic Language introduces candidates to foundational linguistics and theories about how people acquire a new language, while also teaching candidates the specific linguistic skills used for academic tasks in the classroom and how to effectively use and teach academic language to students of varying language backgrounds.
- **EDUC264E**: Métodos y Materiales en los Salones Bilingües helps bilingual (Spanish) authorization candidates develop knowledge of the language, culture, theory, and methodology for the instruction of bilingual children, as well as historical, political, and legal foundations of programs for English learners.

In addition to the above courses, **EDUC388A**: Language Policies and Practices helps candidates understand the philosophy, design, goals and characteristics of instructional models and programs designed to meet the needs of English learners and how these programs contribute to the language and academic development of English learners. Drawing on class readings and lectures, candidates discuss resources available to support English learners, including programs and instructional practices that promote English language development. In addition, in **EDUC284**: Teaching and Learning in Heterogeneous Classrooms, candidates complete an assignment in which they develop linguistic profiles of their field placements. In doing so, they describe the linguistic
**Standard 12: Preparation to Teach English Learners**

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

**Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.**

| Teachers learn about background of students in their classes and in the school in general. Candidates learn about school structures and resources available for English learners, including English Language Development (ELD) courses, mainstream, bilingual, or sheltered content area courses, as well as the presence of specialists and paraprofessionals who provide additional support to English learners. Candidates also observe and describe the language demands of the classroom and consider under what circumstances English learners, as well as the whole class, seem to struggle with oral or written language. This attention to individual students, the class as a whole, and the broader school context prepares candidates to develop instructional practices that meet the language needs of their students. These courses help candidates meet the requirements for the English Learner Authorization (ELA) on their preliminary credential. The ELA authorizes STEP graduates to teach English learners both in general classrooms and in specialized settings, such as English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) classrooms. |
| In EDUC388A: Language Policies and Practices, Multiple Subject and Single Subject candidates learn about the historical, political, and legal development of bilingual education and the requirements for and impact of English learner placements and instructional programs. The course also introduces candidates to relevant state and federal policy regarding English language learners, including key federal court cases that have defined how the needs of English learners are met (e.g., Proposition 227, Lau v. Nichols, Castañeda). In their fourth assignment for EDUC388A: Language Policies and Practices, candidates imagine that they have been asked about ELL programs, policies, and research at a dinner party. In their replies, candidates must succinctly discuss federal and California state laws for English learners, including Proposition 227, research on programs and practices for ELLs, and the responsibilities of teachers across content areas to support the language development of English learners, as well as parents’ rights with regard to these placements. Candidates also explore the professional and ethical obligations for teaching English learners in a variety of settings. First, EDUC388A: Language Policies and Practices, devotes several class sessions to TPE 12 (Professional, Legal, and Ethical Obligations) as it relates to English learners. In EDUC264E: Métodos y Materiales en los Salones Bilingües, candidates explore both the programmatic aspects of teaching English language learners as well as the ethical decisions they might face in their classrooms. Furthermore, in EDUC388F: Introduction to Academic Language, a foundational linguistics class, candidates explore the potential disenfranchisement of students via academic language, as well as their responsibilities when using and teaching academic language to students. Finally, in supervisory meetings offer candidates opportunities to introduce and delve into any issues of language and equity which might be occurring at their placement sites. |
| Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to | In EDUC388A: Language Policies and Practices, Multiple Subject candidates create a SDAIE Lesson and an ELD Lesson their clinical placements. In the course, candidates must annotate their ELD lesson plan, videotape themselves teaching the lesson, and write a written reflection of the lesson. This assignment allows candidates to apply and tailor strategies for their students’ English language development. It also allows candidates to understand, given the context of their classrooms, what features of the lessons are successful and unsuccessful in meeting their students’ needs. Because of the nature of their placements, secondary candidates are often unable to teach an entire lesson. Therefore, these candidates are required to at least implement, record, and reflect on a specific language development strategy during a unit. All candidates receive feedback on their rationale and pedagogical choices from course instructors, and usually from their cooperating teachers and supervisors, as well. |
Standard 12: Preparation to Teach English Learners

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

EDUC388A: Language Policies and Practices, also provides candidates with practical experience designing instruction for English learners that promotes language and literacy development and makes grade-appropriate or advanced curriculum accessible to English learners. Several class sessions focus on sheltered instruction and content instruction that supports the development of academic language. Candidates also encounter examples of successful practices in video footage from linguistically diverse classrooms and modeled by the instructors and guest lecturers. Candidates meet in sections organized by content areas and grade levels, and the faculty and teaching assistants who facilitate these sections have classroom experience that includes successful support of English language learners.

The course also gives candidates practice using systematic instructional strategies designed to make grade-appropriate and advanced curriculum content comprehensible to English learners. For example, in the ELD Mini-Lesson Frame, Multiple Subject candidates select one of the strategies presented in class and develop a lesson using that strategy. Candidates describe their learning objectives, their assessment methods, and the opportunities they provide for students to practice and demonstrate fluency. After teaching the lesson, candidates reflect on the success of the strategy and what they’ve learned about their students as learners. In addition, candidates provide evidence to support their reflections, and determine next steps for student instruction. Also, the second assignment for EDUC388A: Language Policies and Practices gives candidates practice using systematic instructional strategies designed to make grade-appropriate and advanced curriculum content comprehensible to English learners. In this assignment, candidates plan an entire lesson around a specific instructional strategy that they believe will help an ELL student achieve a measurable learning goal. After teaching the lesson, candidates reflect on the effectiveness of the strategy, thereby, analyzing how well they matched the chosen strategy with the learning goal, the classroom context, and the students’ needs and learning style.

In EDUC289: The Centrality of Literacies for Teaching and Learning, Single Subject candidates develop subject-specific instructional strategy notebooks to expand their repertoire of ways to make academic content accessible to English learners in their classrooms. Additionally, in EDUC284: Teaching and Learning in Heterogeneous Classrooms, Single Subject candidates focus on how to organize classrooms that are academically and linguistically diverse and how to design learning tasks that are grade-appropriate, intellectually rigorous, and linguistically rich. This course introduces candidates to the basic principles of complex instruction, a well-documented approach that uses cooperative small groups to support student learning. The course also explores additional methods of cooperative learning (e.g., jigsaw structures, circles of learning, group investigation) that have proven effective in promoting academic success in heterogeneous classrooms that include English learners. Across curriculum and instruction courses, as well as the EDUC246E-H: Elementary Teaching Seminar (see syllabi), Multiple Subject candidates similarly explore variations in instructional formats and activities to meet the needs of a range of diverse learners, including English language learners.

Finally, candidates demonstrate their knowledge and skill in providing effective instruction to English learners in the Performance Assessment for California Teachers (PACT) Teaching Event as they plan for and reflect upon the learning segment carried out in their classrooms. Specific criteria (academic language rubrics) of the PACT Teaching Event focus on the candidates’ ability to provide appropriate curricular tasks and instructional practices, as well as assessment tools that support the development of academic English in their classrooms.

Candidates learn how to Candidates complete their fieldwork in settings that are culturally and ethnically diverse and include English language learners. For
### Standard 12: Preparation to Teach English Learners

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

- **Implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers.**
- **Example,** candidates work with many English learners at the STEP/Sunnyvale summer school program, which provides opportunities for STEP candidates to learn, understand, and use materials and strategies for English language development. Placement sites (**Multiple Subject**/ **Single Subject**) for the regular academic year are selected in part on the basis of their linguistic diversity. In the clinical placements university supervisors and cooperating teachers observe and assess candidates’ ability to design and implement instruction that supports English learners. The connections between university coursework and fieldwork are designed to give candidates opportunities to address TPE 7 (Teaching English Learners).

At their clinical sites, candidates routinely practice using lesson planning templates that specifically address state adopted language development goals. Supervisors regularly meet with candidates to plan lessons or discuss candidates’ lesson plans for upcoming observations. In those meetings candidates discuss their language learning goals with supervisors. Specifically, candidates demonstrate that students have opportunities—through candidates’ pedagogical approaches or materials—to practice reading, writing, and speaking skills.

In **EDUC388A**: Language Policies and Practices candidates receive a Specially Designed Academic Instruction in English (SDAIE) **Analysis Grid** which provides them with additional guidance on lesson planning. This grid also serves as a scaffold, allowing candidates to move towards internalizing the pedagogical strategies and materials that will facilitate their students’ English language acquisition. With the Analysis Grid, candidates are able to evaluate whether they are providing multiple opportunities in their lessons to engender students’ language acquisition, such as tapping into students’ prior knowledge, providing students with extra-linguistic information, etc. Thus, candidates are able to reflect on their own lesson planning.

Furthermore, in **EDUC388A**: Language Policies and Practices, as well as in courses such as **EDUC289**: The Centrality of Literacies for Teaching and Learning and **EDUC264E**: Métodos y Materiales en los Salones Bilingües, candidates are taught to understand the specific language demands and features of grade-level reading/language arts classes. Candidates are also taught to use formative, summative, formal and informal assessments to understand each student’s specific needs and strengths with regards to those demands. Indeed, by understanding the grade-level appropriate content and skills to which English language learners need to progress, as well as a nuanced understanding of where students are with regard to those skills, candidates are able to utilize the appropriate methods and materials to aid their students.

Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development.

- **Multiple Subject candidates address the relationship between language development and early literacy in the three-course sequence for EDUC228E-G: Becoming Literate in School (see syllabi). Also, EDUC388F: Introduction to Academic Language and EDUC264E: Métodos y Materiales en los Salones Bilingües dedicate classes to the factors--cognitive, pedagogical, cultural and individual--that impact students’ first and second language acquisition. Single Subject candidates delve into linguistic development, first and second language acquisition, and first and second language literacy in EDUC284: Teaching and Learning in Heterogeneous Classrooms. In this course, candidates are asked to describe specific language demands of learning tasks and identify strategies to facilitate access for English learners. In their subject-specific curriculum and instruction courses, both Single Subject candidates consider the relationship between language acquisition and the development of academic language in their specific content areas. Candidates examine the language demands of their classrooms and how students’ second language skills are connect to and dependent upon students’ first language literacy.**
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<th>Standard 12: Preparation to Teach English Learners</th>
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<tr>
<td>Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:</td>
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Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.

Additionally, in **EDUC388A: Language Policies and Practices**, candidates examine theories of first and second language acquisition, the effects of these factors on teaching and learning, as well as a repertoire of theory-based methods to facilitate and measure English learners’ growth in English language and literacy acquisition. In this course candidates are tasked with creating a language profile of their classroom, or learning about the language backgrounds of their students. Candidates are asked to consider issues such as: what languages do students speak at home? Do students speak a language dialect? What are your students’ prior schooling experiences, and in what language did this schooling occur? The idea behind this assignment—and the idea that undergirds much of the program’s orientation to differentiating instruction—is that only by first knowing their students can candidates create appropriately differentiated materials that meet students’ needs and that incorporate students’ strengths and identities.

Candidates also learn to use appropriate measures for initial, progress, and summative assessment of English learners. They complete a needs assessment of their classroom placement and design specific instructional and assessment tools to address the needs of English learners. Additionally, Dr. Kenneth Romeo, Stanford’s Academic Technology Specialist guides candidates in administering the OLAI (Oral Language Acquisition Inventory), an assessment that gradually requires a student to construct increasingly complex sentences. By learning to administer this inventory and interpret its results, candidates gain an assessment tool that complements the CELDT and allows candidates to further diagnose students’ language abilities and create lessons to meet students’ language needs.

Finally, in the winter quarter **EDUC264C and G: Secondary Teaching Seminar and Elementary Teaching Seminar** candidates focus on classroom assessment, including the assessment of English learners. They analyze student work samples from English learners in their placement classrooms and practice giving targeted feedback that supports the language development and content knowledge of English learners. In these courses candidates address the intersection of TPE 3 (Interpretation and Use of Assessments) and TPE 7 (Teaching English Learners). Also, the second assignment for **EDUC388A: Language Policies and Practices** gives candidates practice using systematic instructional strategies designed to make grade-appropriate and advanced curriculum content comprehensible to English learners. In this assignment, candidates plan an entire lesson around a specific instructional strategy that they believe will help an ELL student achieve a measurable learning goal. After teaching the lesson, candidates reflect on the
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<th><strong>Standard 12: Preparation to Teach English Learners</strong></th>
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<td>Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:</td>
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<tr>
<td><strong>Candidates learn how cognitive, pedagogical, and individual factors affect students’ language acquisition.</strong></td>
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<td><strong>EDUC388F: Introduction to Academic Language, EDUC388A: Language Policies and Practices and EDUC264E: Métodos y Materiales en los Salones Bilingües</strong> dedicate classes to theories of second language acquisition, including an examination of canonical texts on language acquisition. Candidates explore the factors-cognitive, pedagogical, cultural and individual—that impact students’ language acquisition and have opportunities to address the impact of developmental, biological, and socio-cultural factors on language acquisition. <strong>EDUC283: Child Development In and Beyond Schools</strong> addresses children’s different cognitive skills and abilities, as well as pedagogical strategies that are developmentally appropriate. In this course, candidates design and annotate lesson plans that specifically draw upon and link relevant research and theories from the class to their instructional plans and learning activities in the classroom. In their annotated lesson plans, candidates demonstrate how their chosen pedagogical strategies are developmentally appropriate for a range of students, including language learners and students with documented language processing difficulties. Thus, candidates connect and apply the concepts, research, and theories on second language acquisition from their courses to their instructional practice in the classroom.</td>
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<td><strong>Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.</strong></td>
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<td>Throughout the program, candidates consider instructional practices and school-based programs that promote English language development. <strong>EDUC284: Teaching and Learning in Heterogeneous Classrooms</strong> requires candidates to incorporate English language development strategies into heterogeneous group learning tasks. In <strong>EDUC246A and E: Secondary Teaching Seminar and Elementary Teaching Seminar</strong>, candidates observe and describe classroom management and instructional strategies in linguistically diverse contexts. Furthermore, all candidates take <strong>EDUC244: Classroom Management and Leadership</strong> and <strong>244E and F: Elementary Classroom Management and Leadership</strong>. In these courses candidates read relevant scholarship on effective classroom management, and also learn strategies for organizing and managing classrooms with first and second language learners. Candidates are asked to consider the different needs of their full range of learners, as well as how language acquisition might factor into a student’s behavior in the classroom. Candidates examine the appropriateness of tasks, given the language needs of their students, as well as theories of motivation and theories of second language acquisition. Candidates are also taught how to organize their classrooms so that students of varying language abilities have opportunities to stay on task and contribute positively to the classroom culture. At their clinical sites, candidates are asked to practice classroom management strategies that provide all students—regardless of language ability—with the structure and guidance they need. With their cooperating teachers and STEP supervisors, candidates consider how their classroom management practices support equitable outcomes for all students, including English learners. Candidates receive formal and informal feedback on their classroom management practices from their supervisors and cooperating teachers. Candidates have a final opportunity to reflect on their classroom culture and the impact of students’ culture, language and backgrounds in the final Teaching Event (Multiple Subject/ Single Subject).</td>
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<td><strong>Candidates acquire skills to collaborate with specialists and paraprofessionals.</strong></td>
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<tr>
<td><strong>EDUC388A: Language Policies and Practices</strong> helps candidates understand the philosophy, design, goals and characteristics of instructional models and programs designed to meet the needs of English learners and how these programs contribute to the language and academic development of English learners. Drawing on class readings and lectures, candidates discuss resources available to support English learners, including programs and instructional practices that promote English language development. Similarly, in <strong>EDUC284: Teaching and Learning in Heterogeneous Classrooms</strong>, candidates develop linguistic profiles of their field.</td>
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**Standard 12: Preparation to Teach English Learners**

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

<p>| Candidates learn and understand the importance of students’ family and cultural backgrounds and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families. | Throughout the program candidates have numerous opportunities to understand the importance of knowing students’ family and cultural backgrounds and experiences. Topics related to culture and cultural diversity appear in multiple courses, including: EDUC289: The Centrality of Literacies in Teaching and Learning (Single Subject candidates), EDUC299: Educating for Equity and Democracy (all candidates), EDUC388A: Language Policies and Practices (all candidates), EDUC240: Adolescent Development and Learning (Single Subject candidates), EDUC283: Child Development in and Beyond Schools (Multiple Subject candidates), EDUC246F: Elementary Teaching Seminar. For example, forging school-family partnerships is one of the two primary focal topics of the spring Teaching Seminar for Multiple Subject candidates. As candidates complete lesson plans and observations, they attend to the ways that students’ family and cultural backgrounds shape their experiences in school. In all of these courses, candidates explore and gain practice implementing lesson plans that incorporate their students’ cultures and backgrounds. In addition, in the PACT Teaching Event, candidates must speak to students’ familial and community contexts, including their students’ cultural backgrounds. Candidates also have opportunities to engage with families throughout the program. For example, EDUC388A: Language Policies and Practices devotes a class session to students’ cultures beyond the school. Communication with parents and guardians is one of the topics addressed in EDUC244: Classroom Management and Leadership (Single Subject) and EDUC244E and F: Elementary Classroom Management and Leadership (Multiple Subject). Candidates discuss specific strategies to communicate with students’ families when members of those families do not speak English. Candidates consider how their classroom management practices support equitable outcomes for all students, including English learners. Candidates examine research-based strategies for engaging families with school, and consider the applicability of those strategies for their specific classroom. In addition, EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject) requires candidates to attend an IEP or 504B meeting for a case study student. In these meetings candidates usually interact with students’ families and reflect on the impact of a family’s language, culture and engagement with the school in meeting the student’s needs. |</p>
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<th><strong>Standard 12: Preparation to Teach English Learners</strong></th>
<th><strong>The program provides candidates with many opportunities to reflect on the literacy demands in their classrooms and to differentiate instruction based on students’ language backgrounds and proficiency in English so that classroom tasks are accessible to all learners. For example, in EDUC289: The Centrality of Literacies for Teaching and Learning candidates consider, and then practice in their own classrooms, what vocabulary they should front-load versus what vocabulary can be understood in context given the language proficiencies and prior schooling of their students. Candidates also explore strategies for introducing and solidifying students’ understanding of vocabulary, such as using derivations and cognates with students’ home languages. With their subject-area groups, candidates consider the limitations and affordances of all vocabulary strategies, including the use of derivations. Candidates also learn and practice using these strategies with different learners, in order to understand which students and in which contexts are most appropriate for these strategies. Similarly in EDUC388A: Language Policies and Practices, candidates are tasked with creating a language profile of their classroom, or learning about the language backgrounds of their students. Candidates are asked to consider issues such as: what languages do students speak at home? Do students speak a language dialect? What are your students’ prior schooling experiences, and in what language did this schooling occur? The idea behind this assignment—and the idea that undergirds much of the program’s orientation to differentiating instruction—is that only by first knowing their students can candidates create appropriately differentiated materials that meet students’ needs and that incorporate students’ strengths and identities.</strong></th>
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<tr>
<td><strong>Candidates learn how to differentiate instruction based upon their students’ primary language and proficiency levels in English, and considering the students’ culture, level of acculturation, and prior schooling.</strong></td>
<td><strong>In EDUC264E: Métodos y Materiales en los Salones Bilingües, EDUC284: Teaching and Learning in Heterogeneous Classrooms, EDUC388F: Introduction to Academic Language, and EDUC388A: Language Policies and Practices candidates learn practical strategies for differentiating materials for students of differing language backgrounds. For example, in EDUC388A: Language Policies and Practices, instructors simulate a Specially Designed Academic Instruction in English (SDAIE) lesson in which they instruct candidates in a language other than English. Instructors demonstrate how to create differentiated materials and use paralinguistic cues to make the content accessible to all learners. Furthermore, candidates learn about and practice creating scaffolding materials and using assistive technologies to meet the specific language needs of all learners. For example, throughout the year the Graduate School of Education’s Office of Innovation and Technology hosts technology seminars for STEP candidates. In these seminars candidates explore technology as a means for creating equity within the classroom. Candidates explore, for example, assistive technologies that might help students meet the language demands of a tasks while accessing the content. Candidates’ university supervisors look for evidence on the extent to which candidates consider and incorporate students’ language, culture and background in lesson planning. Finally, in the PACT Teaching Event, candidates must speak directly to their efforts to make content accessible to all students—including those with backgrounds in language other than English.</strong></td>
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<tr>
<td>Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom</td>
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<tr>
<td>Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:</td>
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| Candidates demonstrate a basic level of knowledge and skills in: | a. Through a variety of classes—including EDUC246C and G: Secondary Teaching Seminar and Elementary Teaching Seminar, EDUC388A: Language Policies and Practices, EDUC228E, F, and G: Becoming Literate in School (Multiple Subject), and EDUC289: The Centrality of Literacies for Teaching and Learning (Single Subject), the curriculum and instruction (C&I) courses (EDUC262A, B, and C: Curriculum and Instruction in English; EDUC268A, B, and C: Curriculum and Instruction in History-Social Science; EDUC263A, B, and C: Curriculum and Instruction in Mathematics; EDUC267A, B, and C: Curriculum and Instruction in Science; and EDUC264A, B, and C: Curriculum and Instruction in World Languages) (see syllabi) and EDUC285: Supporting Students with Special Needs (Multiple Subject / Single Subject)—candidates learn how to assess the learning and language abilities of special population students using a range of tools and resources. Drawing on classroom observations and interactions, candidates have multiple opportunities to develop learning profiles that identify students’ developmental and emotional needs. Candidates also learn to use reading, writing, and math inventories and to analyze student work samples to determine student strengths and challenges. Candidates become acquainted with psychological tests and learn to interpret the results of these instruments. Candidates also practice reading students’ cumulative files to garner information about students’ learning and language abilities and other relevant data. Finally, in EDUC285: Supporting Students with Special Needs (Multiple Subject / Single Subject), candidates learn about the different resources (504b plans, IEPs, and gifted programs, for example) available to students with varying needs. |
| b. As with other STEP coursework, EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject) emphasizes looking at students as individual learners with unique strengths and needs. A key principle of the course is the importance of building learning profiles of individual students, drawing on each student’s strengths, and addressing learning challenges incrementally with curricular support and personalized attention. Furthermore, issues of access to the core curriculum are also substantively addressed in each of the curriculum and instruction (C&I) course sequences. Each C&I course requires a major unit plan as a culminating project, and each course includes in its rubric for the plan the inclusion of strategies for making the unit’s material accessible to exceptional students. |
| c. In their subject-specific curriculum and instruction classes, candidates learn to plan instruction for students with a variety of academic backgrounds and a range of prior achievement, language proficiencies, and learning approaches. In EDUC284: Teaching and Learning in Heterogeneous Classrooms (Single Subject) and in EDUC244E and F: Elementary Classroom Management and Leadership (Multiple Subject). In these courses candidates learn how to identify the many intellectual, academic and social competencies of their students and to celebrate the various contributions students make when interacting with peers. |
| d. In their subject-specific curriculum and instruction classes, candidates learn to plan instruction for students with a variety of academic backgrounds and a range of prior achievement, language proficiencies, and learning approaches. In EDUC284: Teaching and Learning in Heterogeneous Classrooms (Single Subject) and in EDUC244E and F: Elementary Classroom Management and Leadership (Multiple Subject). In these courses candidates learn how to identify the many intellectual, academic and social competencies of their students and to celebrate the various contributions students make when interacting with peers. |

|b. | As with other STEP coursework, EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject) emphasizes looking at students as individual learners with unique strengths and needs. A key principle of the course is the importance of building learning profiles of individual students, drawing on each student’s strengths, and addressing learning challenges incrementally with curricular support and personalized attention. Furthermore, issues of access to the core curriculum are also substantively addressed in each of the curriculum and instruction (C&I) course sequences. Each C&I course requires a major unit plan as a culminating project, and each course includes in its rubric for the plan the inclusion of strategies for making the unit’s material accessible to exceptional students. |

|c. | In their subject-specific curriculum and instruction classes, candidates learn to plan instruction for students with a variety of academic backgrounds and a range of prior achievement, language proficiencies, and learning approaches. In EDUC284: Teaching and Learning in Heterogeneous Classrooms (Single Subject) and in EDUC244E and F: Elementary Classroom Management and Leadership (Multiple Subject). In these courses candidates learn how to identify the many intellectual, academic and social competencies of their students and to celebrate the various contributions students make when interacting with peers. |
### Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

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<th>Structures. In preparing their PACT Teaching Events, candidates provide evidence of their ability to plan, instruct, and assess all students, including students with special needs. The prompts and rubrics for PACT specify the importance of attending to the learning needs of all students.</th>
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<tr>
<td>d. In addition to other STEP coursework, EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject) and EDUC244 and 244E-F: Classroom Management and Leadership and Elementary Classroom Leadership and Management teach candidates how to identify the many intellectual, academic and social competencies of their students, and to celebrate the various contributions students make when interacting with peers. These courses help candidates build classroom communities that recognize the strengths of individual students, rather than adopting a deficit view of students with special needs. For example, addressing issues of social integration is integral to building a classroom culture in which students accept differences, and EDUC285 highlights these issues by emphasizing attention to students’ social thinking, support for students who do not read social cues well, and ways to help all students understand and talk about social disabilities with sensitivity. When preparing case studies for the final assignment, candidates discuss the social integration of their focus students in the classroom setting and consider additional ways to support that integration. In the Classroom Management courses, candidates also learn how to build classrooms where students with different strengths and needs participate actively and equally.</td>
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<td>Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students.</td>
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<td>In their subject-specific curriculum and instruction classes, candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom. In EDUC289: The Centrality of Literacies for Teaching and Learning, candidates spend time examining how their own language might be interpreted differently by the full range of learners—including students with disabilities, students on behavior plans, and gifted and talented students—as well as the impact such interpretations might have on student learning. Furthermore, the assignments for the course encourage candidates to describe, rather than evaluate, students’ comments, questions, and reflections. In this way, candidates learn to broaden their understanding of what sense making in different types of learners ‘looks’ like, and to tailor their instruction, assessments, and texts to their students’ styles and needs. Also, in EDUC285: Supporting Students with Special Needs (Multiple Subject/ Single Subject) candidates work to create lessons and to build classroom communities that recognize the strengths of individual students, rather than adopting a deficit view of students with special needs.</td>
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<td>Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional students, including IDEA, ADA, and Section 504. They become familiar with the role of the general education teacher in identifying and teaching students with special needs, as well as the processes for identifying, referring, and assessing students with special needs. After reviewing the roles and responsibilities of the general education teacher, candidates apply this information to a hypothetical case of a special needs student. In groups, candidates discuss the laws, documentation, accommodations applicable to this hypothetical student. Candidates subsequently use this knowledge to prepare the final assignment for the class, a case study of a special needs student from their placement site (see Final Assignment). Candidates are also required to participate in at least one IEP and at least one SST meeting at their placement site.</td>
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<tr>
<td>Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom</td>
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<tr>
<td>Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:</td>
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<td>of exceptional populations and the general education teacher’s role and responsibilities in developing and implementing tiered interventions.</td>
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<td>Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrates skill in collaborative planning and instruction with education specialists and other school professionals.</td>
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### Category D: Supervised Fieldwork in the Program

#### Standard 14: Learning to Teach through Supervised Fieldwork

**The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.**

| STEP candidates begin their clinical work during the first quarter of the program at the jointly planned STEP/ Sunnyvale School District summer school. Single Subject candidates are placed in pairs or small groups within summer school middle school classes. This placement offers candidates immediate access to students and teachers, a place to consider ideas offered in STEP summer courses, and experience working with students of various ages, grades, and backgrounds. Pairs of Multiple Subject candidates are placed in summer school elementary classrooms. Multiple Subject candidates spend four hours a day, four days a week working alongside a cooperating teacher at Bishop Elementary School. The focus of the curriculum is on literacy, mathematics, and health/physical education. Bilingual (Spanish) authorization candidates teacher candidates are placed with certified bilingual cooperating teachers. The candidates meet with their cooperating teacher to plan curriculum, discuss the needs and progress of the district summer school students, and plan for the candidates’ course requirements. Candidates attend seminars on Fridays and after school to discuss their placement experiences. Single Subject candidates are assigned to cooperating teachers in the subject areas of humanities, mathematics, science, English language development, and Spanish. Each summer school day at Columbia Middle School consists of two two-hour blocks of instruction; during one of these blocks, STEP candidates work with a cooperating teacher to practice small group instruction and support individual students in that classroom. During the other block, STEP candidates observe other teachers and classrooms or work with individual students. On Fridays of each week, Single Subject candidates meet with the teachers in small groups to plan curriculum and activities for the upcoming week, as well as to debrief and discuss the experiences of the previous week. During the academic year the STEP clinical model individually assigns each candidate to a public school site for close to twenty hours a week for the entire school year. If they choose to student teach in a middle school, candidates spend 4-6 weeks in a high school placement to experience teaching and learning at both levels. During the academic year, Multiple Subject candidates complete two additional individual placements, one from August through December, the other from January to June. Across the three placements, Multiple Subject candidates work in at least two different grade level spans (K-2, 3-5 and 6-8). Beginning in the late winter or early spring, Single Subject candidates complete approximately six to eight weeks of half-day independent student teaching. Multiple Subject candidates complete approximately two weeks of full-day independent student teaching in the spring. All of STEP’s fieldwork sites are accredited by the Western Association of Schools and Colleges and teach the state-adopted core curriculum. Because candidates’ field placements reinforce the links between theory and practice, university and school, experience and standards, the program prioritizes the pairing of candidates with cooperating teachers who reflect STEP’s vision of teaching and learning. The program therefore selects cooperating teachers who selection of cooperating teachers have a minimum of three years of teaching experience in their area of certification, California credentials (including English Learner Authorization), and a strong commitment and willingness to mentor teacher candidates over the period of a semester or full academic year. University supervisors, who are credentialed teachers with experience in public schools, also support candidates in their placements. Candidates participate weekly in small supervisory groups are organized by subject areas and consist of a university supervisor and between two and five teacher candidates. These groups discuss the connections between coursework and the clinical setting, and allow candidates to reflect on their teaching practices, professional behaviors, and the applicability of various educational theories. |
to their classroom setting.

As described elsewhere, once candidates are placed with cooperating teachers in the fall, their clinical work reflects the principles of graduated responsibility (see Graduated Responsibility document). From the beginning of the year teacher candidates play an active role in the classroom. They engage in co-planning and co-teaching, support small groups, lead brief learning segments, and contribute to curriculum development. Over time they assume greater responsibility and implement learning segments of increasing length and complexity. Later they advance to independent student teaching (see Advancement to Independent Daily Student Teaching form – Multiple Subject/ Single Subject). For Single Subject candidates this period begins after agreement by the candidate, supervisor, cooperating teacher, and program director. It lasts for a minimum of six to eight weeks (usually longer), during which the candidate takes full responsibility for the planning, instruction, and assessment in the primary placement class while continuing to co-teach in the second placement class. The period of independent student teaching for Multiple Subject candidates takes place at a designated point during the school year (usually towards the end of the school year) and lasts for approximately two weeks, during which candidates have responsibility for full days of instruction. The structure of the clinical placements allows candidates to gain increasing responsibility planning and practicing multiple strategies for managing and delivering instruction. Because clinical assignments are aligned with STEP coursework, candidates have numerous, direct opportunities to implement, refine, and reflect on strategies, methods, and materials that were introduced and examined in program coursework. Because California content standards and curriculum frameworks are integrated into coursework and assignments, courses, such as the curriculum and instruction courses described Program Standards 8-A and 8-B, draw on the academic standards in each content area. These courses include field-based assignments that require candidates to use multiple instructional strategies linked to the standards, as well as students’ needs and interests. The curriculum units (Single Subject candidates), lesson portfolios/projects (Multiple Subject candidates), and the PACT Teaching Event (all candidates) are examples of assignments that help candidates make these connections (see assignments). Additionally, throughout the program candidates complete case studies and performance tasks to demonstrate that they can assess student needs, plan for student learning, evaluate and appropriately use materials (including new educational technologies), and enact various instructional strategies, such as Backwards Planning (see assignments).

As the STEP elementary and secondary curriculum grids demonstrate, the program provides a purposeful, interrelated, developmentally designed sequence of coursework and field experiences that connects research and scholarship to practice in deep ways. Indeed, signature assessments in STEP are completed with great attention to research as they apply to practical settings. For example, the culminating project for candidates’ three-quarter, nine-month sequence of curriculum & instruction courses in STEP Secondary is a curriculum unit based on common core standards. The final project in EDUC284: Teaching and Learning in Heterogeneous Classrooms has candidates plan, implement, assess, and reflect upon a task designed specifically for heterogeneous classrooms. Similarly in STEP Elementary, EDUC283: Child Development in and Beyond Schools features an annotated lesson plan that incorporates relevant scholarship from the course. Across the program there is great attention to connections between scholarship and practice. Like these projects, nearly all of the STEP course assignments provide for and require candidates to build connections between scholarship and practice.

The STEP curriculum includes five strands of coursework, as detailed in the figures below. While courses change somewhat each year based on evaluations and instructors’ joint planning, the overarching goals and shape of the curriculum are stable, and the
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schedule of the year's coursework is presented to candidates in the student handbook upon their arrival to the program.

Figure 14.1

STEP Secondary Curriculum

<table>
<thead>
<tr>
<th>STRANDS/ COURSES</th>
<th>SUMMER</th>
<th>PRE-FALL</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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<tr>
<td>Curriculum &amp; Instruction</td>
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<td></td>
<td>English (EDUC262B)</td>
<td>English (EDUC262C)</td>
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</tr>
<tr>
<td></td>
<td>Mathematics (EDUC263A)</td>
<td></td>
<td>Mathematics (EDUC263B)</td>
<td>Mathematics (EDUC263C)</td>
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</tr>
<tr>
<td></td>
<td>World Languages (EDUC264A)</td>
<td></td>
<td>World Languages (EDUC264B)</td>
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</tr>
<tr>
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<td>Science (EDUC267B)</td>
<td>Science (EDUC267C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History-Social Science (EDUC268A)</td>
<td></td>
<td>History-Social Science (EDUC268B)</td>
<td>History-Social Science (EDUC268C)</td>
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<tr>
<td>Social &amp; Psychological Foundations</td>
<td>Educating for Equity and Democracy (EDUC299)</td>
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<td>Adolescent Development and Learning (EDUC240)</td>
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<tr>
<td>Language &amp; Literacy</td>
<td>The Centrality of Literacies in Teaching and Learning (EDUC289)</td>
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<td>Language Policies and Practices (EDUC388A)</td>
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<tr>
<td>Pedagogical Strategies</td>
<td></td>
<td></td>
<td>Classroom Management &amp; Leadership (EDUC244)</td>
<td>Supporting Students with Special Needs (EDUC285)</td>
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<table>
<thead>
<tr>
<th></th>
<th>Teaching and Learning in Heterogeneous Classrooms (EDUC284)</th>
<th>Secondary Teaching Seminar (EDUC246A)</th>
<th>Secondary Teaching Seminar (EDUC246B)</th>
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<tr>
<td>Placement 1</td>
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<td>Placement 2</td>
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## STEP Elementary Curriculum

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>PRE-FALL</th>
<th>FALL</th>
<th>WINTER</th>
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<tr>
<td>PLACEMENT#1</td>
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<td>PLACEMENT#3</td>
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<tr>
<td>MINI-SUPERVISORY</td>
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<td>SUPERVISORY</td>
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<tr>
<td>ELEMENTARY TEACHING SEMINAR (EDUC246E)</td>
<td>ELEMENTARY TEACHING SEMINAR (EDUC246F)</td>
<td>ELEMENTARY TEACHING SEMINAR (EDUC246G)</td>
<td>ELEMENTARY TEACHING SEMINAR (EDUC246H)</td>
<td></td>
</tr>
<tr>
<td>QUANTITATIVE REASONING AND MATHEMATICS (EDUC263E)</td>
<td>QUANTITATIVE REASONING AND MATHEMATICS (EDUC263F)</td>
<td>QUANTITATIVE REASONING AND MATHEMATICS (EDUC263G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BECOMING LITERATE IN SCHOOLS (EDUC228E)</td>
<td>BECOMING LITERATE IN SCHOOLS (EDUC228F)</td>
<td>BECOMING LITERATE IN SCHOOLS (EDUC228G)</td>
<td></td>
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</tr>
</tbody>
</table>
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| Qualified members of the teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (a) being given instructional responsibilities with K-12 students, and (b) being given daily whole-class instructional responsibilities in a K-12 school. In addition, each candidate must demonstrate a fundamental ability to.
| As mentioned above, the structure of the student teaching experience relies on the concept of graduated responsibility (see Graduated Responsibility document). From the beginning of the year teacher candidates play an active role in the classroom, tailored to their needs, strengths, and to the classroom context. Typically, candidates engage in co-planning and co-teaching, support individual students and small groups, lead brief learning segments with the support of the supervisor and cooperating teacher, and contribute to curriculum development. Over time candidates extend their responsibility for planning, instruction, and assessment in the placement, taking ownership of learning segments that increase in length and complexity.
| Graduated responsibility eventually culminates in a sustained period of independent student teaching (see Advancement to Independent Daily Student Teaching form – Multiple Subject/ Single Subject). For Single Subject candidates this period typically begins after agreement by the candidate, supervisor, cooperating teacher, and program director. It lasts for a minimum of six to eight weeks (usually longer), during which the candidate takes full responsibility for the planning, instruction, and assessment in the primary placement class while continuing to co-teach in the second placement class. The period of independent student teaching for Multiple Subject candidates takes place at a designated point during the school year (usually towards the end of the school year) and lasts for approximately two weeks, during which candidates have responsibility for full days of instruction. A candidate advances to independent student teaching based on his/her readiness as assessed by the cooperating teacher and university supervisor, in consultation with the candidate and STEP faculty and staff. Specifically, the cooperating teacher, university supervisor, and candidate create an integration plan (see Integration Plan - Multiple Subject/ Single Subject) that outlines how the candidate’s |
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Teach in the major domains of the Teaching Performance Expectations.

Level of instructional responsibility in the classroom will develop during the student teaching placement. This process is personalized so that candidates, university supervisors, and cooperating teachers agree on a timeline that makes sense for each candidate based on his or her strengths and abilities as a developing teacher, as well as the calendar of the placement site. When determining the candidate’s readiness for independent teaching, supervisors and cooperating teachers consider the candidate’s progress throughout the year, including, but not limited to, the candidate’s performance on the Teacher Performance Expectations/California Standards for the Teaching Profession during formal observations and as assessed using the Quarterly Assessment instrument; the candidate’s ability to incorporate relevant instructional strategies and theories into the classroom; the candidate’s subject matter competence and knowledge of content standards; and the candidate’s professional disposition and demonstrated commitment to making content accessible to all students. In addition, the candidate must have completed all testing requirements (including the CBEST), become certified in CPR, passed a test on the U.S. Constitution, and fulfilled all subject matter verification requirements. The director of clinical work and the STEP directors finalize the process by reviewing the candidate’s progress in the program overall.

Even when independent teaching begins, the program ensures that the teacher candidate has ample guidance and support. STEP directors and clinical associates meet weekly to discuss candidates’ progress and address potential concerns as they arise. University supervisors’ observations and candidates’ written reflections provide information about candidates’ emerging ability to teach in the major domains of the Teaching Performance Expectations. In those rare cases where a candidate’s development falls short of the program’s standards, special care is taken to ensure fair treatment of the candidate. To that end, STEP has developed a formal process to address concerns that may arise about a candidate’s suitability for teaching (see Procedure for the Dismissal of Masters Students at GSE). Should a candidate have concerns about the fairness or accuracy of any part of STEP’s assessment system, he or she may employ the grievance procedures available to all Stanford graduate students.

By design, this supervised fieldwork sequence (a) extends candidates’ understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates’ meeting the Teaching Performance Expectations, and (c) contributes to candidates’ preparation for the teaching performance assessment. Candidates have extensive opportunities to observe, acquire and use...

a. STEP candidates begin their clinical work during the first quarter of the program at the jointly planned STEP/Sunnyvale School District summer school. Single Subject candidates are placed in pairs or small groups within summer school middle school classes. Later candidates are individually assigned to the middle or high school placement where they remain throughout the regular academic year. If they choose to student teach in a middle school, they spend four to six weeks in a high school placement to experience teaching and learning at both levels. Pairs of Multiple Subject candidates are placed in summer school elementary classrooms. During the academic year Multiple Subject candidates complete two additional individual placements. Across the three placements, Multiple Subject candidates work in at least two different grade level spans (K-2, 3-5 and 6-8).

As discussed in Standard 1, the 12-month program is designed to help candidates gradually develop the knowledge base, pedagogical skills, modes of inquiry, and reflective practice required for success as a beginning teacher. The STEP Conceptual Framework describes how the knowledge base of teacher education guides the program’s coursework and fieldwork and serves as the primary evidence for this standard. It also describes the domains of knowledge teacher candidates will explore during the program, as well as the importance of the connection between scholarship/research and practice in a teacher education program. Because candidates are in placements in local California schools throughout the academic year, candidates are continuously making connections between their work in university courses and what they do and observe in schools. By design the EDUC246A-H: Secondary and Elementary Teaching Seminars (see syllabi) draw special attention to the connections between scholarship, university coursework and candidates’ clinical experiences. In addition, the relationship between the applicability of course readings and assignments to classroom settings are at the forefront of conversations in classes, supervisory meeting, and meetings.
appropriate pedagogical knowledge, skills, and abilities.

with peers. For example, before the summer placements begin, clinical instructors participate in the planning of EDUC289: The Centrality of Literacies in Teaching and Learning to discuss how candidates will connect their coursework to the clinical setting and how mentor teachers will address literacy education. The instructors ensure that university coursework can be applied to the clinical setting at the summer school. Also, at the beginning of the fall quarter, cooperating teachers and curriculum and instruction instructors in both STEP Secondary and STEP Elementary meet to share expectations for candidates’ learning, and to plan for alignment between university coursework and the summer school curriculum.

b. In its curriculum and instruction courses, coordinated with field assignments, STEP provides substantive instruction and supervised practice that effectively prepares each candidate to learn, practice, and reflect on each Teaching Performance Expectation (TPE). STEP also provides multiple opportunities for each candidate to apply the TPEs to instruction in each of the designated subjects, and to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the subject-specific TPEs. The TPEs are closely aligned with the California Standards for the Teaching Profession (CSTPs), the standards by which STEP assesses candidates’ learning and development at each stage of the program.

The TPEs and CSTPs are introduced to candidates during their first week of the program, and throughout the year candidates have opportunities to build their knowledge, understanding, and professional practices for the core PACT tasks (planning, instruction, assessment, and reflection) and to receive appropriate feedback. (See syllabi and assignments for the curriculum and instruction courses and EDUC246C&D: Secondary Teaching Seminar). Indeed, STEP supervisors and cooperating teachers use the CSTPs and TPEs to guide their observations of candidates’ performance in the field, and candidates’ feedback on these observations directly reference the CSTPs and TPEs (see Quarterly Assessment). Therefore, the CSTPs and TPEs are woven into candidates’ instruction and assessment throughout the program.

c. Through coursework and fieldwork candidates prepare for STEP’s summative assessment task, the PACT Teaching Event, which is recognized by the state of California as a fair and reliable assessment of teacher performance. The alignment of the CSTPs and the TPEs, as proposed by the CTC, comprehensively addresses different domains of practice and pedagogical knowledge.

STEP follows the state-approved guidelines for the administration of the Performance Assessment for California Teachers (PACT). Candidates for the Single Subject credential complete the Teaching Event (TE) during the independent student teaching phase of their year-long field placements, supported by a series of assignments in their spring EDUC246D: Secondary Seminar). Candidates for the Multiple Subject credential complete a Teaching Event in Elementary Literacy during the winter quarter, in conjunction with EDUC246G: Elementary Teaching Seminar, and supported by a series of related course activities and assignments. In addition, Multiple Subject candidates complete one Teaching Event task in each of the three additional core areas not addressed in the complete TE (mathematics, history/social science and science). The curriculum and instruction courses for each content area provide support for the completion of the Teaching Event and the additional tasks. Multiple Subject candidates collect the information needed to satisfy the PACT requirements in two different field placements, one in the early elementary grades and another in the upper grades.

From the first week of the program, all candidates are informed about opportunities available within the program to prepare for completing the Teaching Performance Assessment (TPA) tasks and activities. As mentioned earlier, throughout the year candidates
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Have opportunities to build their knowledge, understanding, and professional practices for the core PACT tasks (planning, instruction, assessment, and reflection) and to receive appropriate feedback. Indeed, from the beginning of the STEP year candidates participate in tasks and assignments designed to help them develop the knowledge and skills necessary for successful completion of the teaching performance assessment (See syllabi and assignments) for the curriculum and instruction courses and EDUC246C&D: Secondary Teaching Seminar. Furthermore, STEP supervisors use the CSTPs and TPEs to guide their observations of candidates’ performance in the field, and candidates’ feedback on these observations directly reference the CSTPs and TPEs. Therefore, the CSTPs and TPEs are woven into candidates’ instruction and assessment throughout the program. In particular, in their year-round clinical placements, candidates have opportunities to engage in the learning and teaching cycle (planning, instructing, assessing, reflecting) on which the TPA is based. Initially, candidates prepare and implement brief segments of instruction, such as a read-aloud or a mini-lesson in a particular content area. Over the course of the year, learning and teaching segments increase in length, depth, and complexity.

At the start of the program (via online handbook- Multiple Subject/ Single Subject) and again at the beginning of winter quarter Multiple Subject candidates are given specific details about the PACT’s passing score standards, as they have begun preparing for their Teaching Event. Secondary candidates begin preparing for their Teaching Event at the beginning of winter quarter, and they learn more about the passing standards at that point. All candidates have multiple opportunities to learn more about the PACT and to understand its role in their training. For example, in the winter quarter all candidates delve into issues of assessment in their teaching seminars and practica. As the candidates learn how to incorporate assessment into their own lesson planning, instructors use the PACT and its relationship to candidate training as an example of the integration of assessment with instruction.

As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (a) state-adopted student academic content standards and curriculum frameworks; (b) students’ needs, interests and accomplishments; and (c) the observed results of the strategies.

In STEP, candidates have numerous opportunities to design and implement instructional and assessment plans—individually and with peers—that support student learning. Many STEP courses require candidates to work in groups on core assignments, drawn from California content standards and curriculum frameworks, pertaining to instructional design and delivery. For example, in EDUC284: Teaching and Learning in Heterogeneous Classrooms candidates create an assignment to be taught to the class with a STEP colleague. In EDUC246B: Secondary Teaching Seminar, candidates conduct reciprocal observations with classmates in which they observe, discuss, and reflect upon each other’s classroom instruction. Multiple Subject candidates work in groups as they design instructional sequences for course assignments such as EDUC263E, F, and G: Quantitative Reasoning and Mathematics I,II, III (see syllabi), for example. EDUC289: The Centrality of Literacies in Teaching and Learning, taught in conjunction with the summer school teaching experience, asks candidates to plan, teach and debrief literacy strategies with their colleagues. Finally, the quarterly assessments address Standard 6 of the California Standards for the Teaching Profession, which focuses on the development of professional educators.

The California content standards and curriculum frameworks are integrated into coursework and assignments. As described elsewhere, the curriculum and instruction courses draw on the academic standards in each content area and include field-based assignments that require candidates to use strategies linked to the standards, as well as the students’ needs and interests. The curriculum units (Single Subject candidates), lesson portfolios/projects (Multiple Subject candidates), and the PACT Teaching Event (all candidates) are examples of assignments that help candidates make these connections (see assignments). Throughout the program candidates complete case studies and performance tasks to demonstrate that they can assess student needs, plan for student learning, evaluate and appropriately use materials (including new educational technologies), and enact various instructional strategies. Additionally, the candidates' experiences in STEP, particularly the field experiences in local schools, are
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University supervisors and cooperating teachers assess candidates’ performance in field placements using criteria that are aligned with national, state, and institutional standards, including the CSTPs and TPEs. (See *Quarterly Assessment*.) These standards are the basis for the assessment instrument used by cooperating teachers and supervisors to support and evaluate candidate performance in the field placement. By the end of the academic year, candidates are expected to be rated at level 4 in most on each of the standards addressed in the Quarterly Assessment. Throughout the year-long field placements, teacher candidates move through a process of graduated responsibility (see draft of *Graduated Responsibility in STEP: Principles and Practices*), from observing classrooms and co-teaching to completing a period of fully independent student teaching.

For the summer clinical placement, candidates are placed at the STEP/ Sunnyvale Summer School in cooperating teachers’ classrooms in pairs and groups of three to begin the clinical teaching experience as collaborators—observing, planning, teaching, and assessing student work together. In addition, the vast majority of the cooperating teachers working in STEP see themselves as part of a collaborative team within their school site by grade span, department, or other areas of professional affiliation. Candidates are encouraged to participate in and learn from these professional communities. Furthermore, supervisory groups are specifically designed as a way to learn how to engage in collegial work, as supervisory meetings are often the settings in which candidates reflect on their teaching practices and professional behaviors in relation to principles of classroom equity with their peers and STEP supervisor. These small supervisory groups are organized by subject areas and consist of a university supervisor and between two and five teacher candidates. Groups meet weekly to discuss the connections between coursework and the clinical setting. In these meetings candidates often receive feedback on the extent to which their classroom management practices promote equity, introduce and delve into topics such as equity for language learners at their placement sites, explore the applicability of various educational theories to their classroom setting, or discuss pressing ethical and professional dilemmas. Discussions also focus on candidates' questions, concerns, dilemmas and successes as they apply what they are learning in STEP to support student learning in the individualized contexts of their field placements.

The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each candidate for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and

| The observation cycles and *Quarterly Assessments* provide information about each candidate’s progress in the field placement. In order to advance to Independent Student Teaching, the candidate must have completed all testing requirements (including the CBEST), become certified in CPR, passed a test on the U.S. Constitution, and fulfilled all subject matter requirements. In addition, the university supervisor and the cooperating teacher must formally attest that the candidate is ready to take on full responsibility for planning, instruction, assessment, and communication with families (see *Advancement to Independent Daily Student Teaching - Multiple Subject/ Single Subject form*). The members of each supervisory triad—candidate, university supervisor, and cooperating teacher—together determine the candidate’s readiness and make a recommendation to the director of clinical work and to the Elementary or Secondary director, who give final approval.  

| As described elsewhere, STEP candidates begin their placement cycle in a four-week summer school setting that offers them immediate access to students and teachers, a place to consider ideas offered in STEP summer courses, and experience working with students of various ages, grades, and backgrounds. Single Subject candidates are assigned to cooperating teachers in the subject areas of humanities, mathematics, science, English language development, and Spanish. Each summer school day at Columbia Middle School consists of two two-hour blocks of instruction; during one of these blocks, STEP candidates work with a |
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<th>Category D: Supervised Fieldwork in the Program</th>
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<tr>
<td>teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools.</td>
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| cooperating teacher to practice small group instruction and support individual students in that classroom. During the other block, STEP candidates observe other teachers and classrooms or work with individual students. On Fridays of each week, Single Subject candidates meet with the teachers in small groups to plan curriculum and activities for the upcoming week, as well as to debrief and discuss the experiences of the previous week. |

| Multiple Subject candidates spend four hours a day, four days a week working alongside a cooperating teacher at Bishop Elementary School. The focus of the curriculum is on literacy, mathematics, and health/physical education. The candidates meet with their cooperating teacher to plan curriculum, discuss the needs and progress of the district summer school students, and plan for the candidates’ course requirements. Candidates attend university courses in the afternoons and participate in a weekly supervisory group to discuss their placement experiences. |

| The Bishop and Columbia summer school programs educate diverse students from throughout the Sunnyvale school district, including many English language learners. Summer school students represent a wide range of prior experiences, backgrounds, and academic skill levels. At the end of the summer quarter, cooperating teachers complete an **Assessment of Field Placement Experience and Participation** for each STEP candidate with whom they worked. This document asks for commentary on candidates’ performances on selected indicators of the domains of the California Standards for the Teaching Profession (CSTPs). The completion of the summer school placement is an important transition point for STEP candidates, a time when STEP staff and faculty use the assessments to identify areas of promise, missing areas of knowledge, and concerns to be addressed in the upcoming academic year placements. |

| Building upon their experiences working with diverse students during summer school, STEP candidates complete clinical placements in schools that put them in the service of diversity of students, families, and communities within the geographical proximity of the university. Within these schools, candidates often work in classrooms (Multiple Subject/ Single Subject) that have greater proportions of new immigrants and/or previously low achieving students than the school as a whole. Finally, as mentioned earlier, STEP is a partner in the **San Francisco Teacher Residency Program** with the University of San Francisco and the San Francisco Unified School District. This is a special collaboration and the goal of this partnership is to prepare highly qualified math and science teachers for San Francisco’s hard-to-staff schools. |

| Prior to assuming daily responsibility for whole-class instruction, each candidate must have satisfied the basic skills and subject matter requirements. |

| Candidates must pass the **California Basic Educational Skills Test (CBEST)** prior to advancing to independent student teaching. Candidates who live in California take the test before entering the program, while candidates who live in other states take the test when they arrive in California to begin the program. Between 2005 and 2013, 100% of STEP candidates satisfied the basic skills requirement by passing either the CBEST or an approved out of state basic skills exam. |

| Each candidate must also meet subject matter requirements during the admissions process, either by completing subject matter examinations or, in the case of some Single Subject candidates, by completing an approved subject matter program at a California institution. Candidates who elect to take the **California Subject Examination for Teachers (CSET)** must have passed a minimum of one half of the subtests before beginning STEP in June. Candidates who complete an approved subject matter program must have completed 80% of the coursework prior to beginning STEP in June. Candidates must have met all subject matter requirements prior to beginning the independent student teaching phase of their clinical work (see **Advancement to Independent Daily Student Teaching - Multiple Subject/ Single Subject**). Since 2005, 100% of STEP students have verified subject matter competence either |
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through CSET examination or an approved subject matter program. Furthermore, 100% of the candidates who took the CSET to fulfill the subject matter requirements received a passing score. Multiple Subject candidates who elect to pursue a Bilingual (Spanish) authorization are required to pass two of the CSET LOTE exams: the **CSET: LOTE Subtest II or III** which assesses Language and Communication and the **CSET: LOTE Subtest V** that tests candidates’ knowledge of Latino/Chicano culture and history. To date, all of bilingual candidates have successfully completed these exams.

As students in a graduate level program, STEP candidates are also expected to have completed a rigorous undergraduate program of study. Single Subject candidates have typically completed a program of study (usually a major) closely related to the field in which they will teach. Multiple Subject candidates must demonstrate preparation across key content areas. Applicants’ transcripts are reviewed during the admissions process to assess the breadth and depth of each applicant’s subject matter preparation.

Supervisors and cooperating teachers complete formal assessments of candidates at the end of each quarter (see Quarterly Assessment). These assessments are based on the California Standards for the Teaching Profession (CSTPs) and provide evidence from the field placements to document candidate development in six domains of teaching. In the quarterly assessment document, CSTP Standard 3 (Understanding and Organizing Subject Matter for Student Learning) includes evidence of the candidate’s understanding of the subject matter. Candidates’ content knowledge is also assessed in a series of courses that focus on content-specific pedagogy. Occasionally, when reviewing assignments completed for these courses (e.g., lesson plans, unit plans, analyses of student work), instructors identify any gaps in candidates’ content knowledge. In these rare cases, the STEP faculty and staff direct the candidate toward resources to address this gap.

### During the Supervised Field Experience

<table>
<thead>
<tr>
<th>During the supervised field experience, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.</th>
<th>During the academic year the STEP clinical model places each candidate in a public school site for close to twenty hours a week for the entire school year. Multiple Subject candidates typically have two different field placements during the academic year, one from August through December, the other from January to June. Beginning in the late winter or early spring, Single Subject candidates complete approximately six to eight weeks of half-day independent student teaching. Multiple Subject candidates complete approximately two weeks of full-day independent student teaching in the spring. All candidates work with learners from diverse backgrounds, including significant numbers of ELs, during the STEP/Sunnyvale summer school programs. By design, academic year placements are in local, diverse California public schools, which include significant numbers of ELs. (Occasionally, between one to three candidates are placed at Eastside College Preparatory School, an independent school that serves students from East Palo Alto and other low income communities and where all students are scholarship recipients and a significant percentage are English language learners.) As mentioned previously, STEP coursework and fieldwork provide many opportunities for candidates to learn how to support English language learners in developing content knowledge and language proficiency. Many STEP courses address issues of equitable access to the curriculum for all students, including English language learners, and have assignments that allow candidates practice multiple pedagogical strategies with English learners in their clinical classrooms (see syllabi and assignments). Indeed, in their clinical placements, candidates get to know their students through close interactions by observing, interviewing, instructing, and assessing work to understand students’ lives and learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to or during the academic year, teacher candidates move through a process of graduated responsibility (see Graduated Responsibility).</td>
<td>Throughout the yearlong field placements, teacher candidates move through a process of graduated responsibility (see Graduated Responsibility).</td>
</tr>
</tbody>
</table>
program each Multiple Subject teaching credential candidate observes and participates in two or more of the following grade spans: K-2, 3-5, and 6-9. Prior to or during the program each Single Subject teaching credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Responsibility in STEP: Principles and Practices), from observing classrooms and co-teaching to completing a period of fully independent student teaching. In these clinical placements, candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities defined in the TPEs and described in the Quarterly Assessment. All teacher candidates spend time in schools and classrooms observing and practicing different approaches to teaching and learning. They experience the rhythms of a day, week, semester, and ultimately the year as they develop relationships with students, school faculty, parents/families, and others involved in the work of the school.

Multiple Subject candidates have three separate placements during the year-long program. All Multiple Subject candidates experience field placements in at least two of the following grade spans: K-2, 3-5, and 6-9. During the summer school placement, candidates typically work with students entering grades 1-5 in the fall. During the academic year, Multiple Subject candidates typically complete two five-month teaching assignments at two different school sites and two different grade-level spans. In these placements, multiple subject candidates initially observe their cooperating teachers’ instruction, paying particular attention to student learning, and the cooperating teachers model a variety of pedagogical practices. Multiple Subject candidates have additional opportunities to observe instruction by other teachers and at other school sites over the course of the year.

All Single Subject candidates complete subject-specific teaching assignments at Columbia Middle School over the summer. As a first placement, this five-week summer school setting offers candidates immediate access to students and teachers, a place to consider ideas offered in STEP summer courses, and experience working with students of various ages, grades, and backgrounds. Single Subject candidates are assigned to cooperating teachers in the subject areas of humanities, mathematics, science, English language development, and Spanish. Each summer school day at Columbia Middle School consists of two two-hour blocks of instruction; during one of these blocks, STEP candidates work with a cooperating teacher to practice small group instruction and support students in that classroom. During the other block, STEP candidates observe other teachers and classrooms or work with individual students. On Fridays of each week, Single Subject candidates meet with the teachers in small groups to plan curriculum and activities for the upcoming week, as well as to debrief and discuss the experiences of the previous week.

During the school year, Secondary candidates participate in their second placement, a yearlong assignment in one or two high school classrooms. STEP occasionally arranges high school placements of four to six weeks for the candidates who prefer a middle school placement for their yearlong clinical placement.
Standard 15: Qualifications of Individuals who Provide School Site Support

Sponsors of programs define the qualifications of individuals who provide school site support. These qualifications include, but are not limited to a minimum of the appropriate credential (including EL authorization) and three or more years of teaching experience in California.

Candidates’ field placements reinforce the links between theory and practice, university and school, experience and standards. The program prioritizes the pairing of candidates with cooperating teachers who reflect STEP’s vision of teaching and learning. Instead of selecting cooperating teachers based on self-nomination or solely on principals’ recommendations, STEP selects cooperating teachers based on direct, first-hand knowledge of their classrooms and teaching practices. With input from the schools, STEP faculty and supervisors look for evidence that a cooperating teacher’s classroom practices are consistent with STEP’s vision of effective teaching. When visiting a potential cooperating teacher, STEP faculty and university supervisors use an observation protocol that allows for rich description of what occurs in the classroom and directs observers to focus carefully upon how learning happens in the classroom (see School Site Observation Protocol). This protocol asks observers to record examples of student work (if visible), what the climate of the classroom is like, how the goals of the lessons were communicated and assessed, how the teacher found out what the students knew prior to the lesson, and how the needs of different learners were addressed. This process increases the likelihood that candidates are paired with cooperating teachers whose teaching practices reflect and reinforce what candidates are learning in STEP coursework. STEP frequently places candidates with cooperating teachers who are also graduates of the program, which also increases the chances that candidates will be able to usefully connect what they learn in STEP coursework to their clinical experiences in the classroom. Over half of the candidates are placed in Partner Schools (Multiple Subject/ Single Subject) whose administration and faculty are engaged in ongoing reforms to support the intellectual, academic, and social achievement of all students. Partner Schools and STEP administration are members of a Council that meets monthly to engage in joint work in attracting, developing, and retaining teachers, improving teaching and learning, and examining organizational structures.

Additional criteria for the selection of cooperating teachers are a minimum of three years of teaching experience in their area of certification, California credentials (including English Learner Authorization), and a strong commitment and willingness to mentor teacher candidates over the period of a semester or full academic year. All of STEP’s fieldwork sites are accredited by the Western Association of Schools and Colleges and teach the state-adopted core curriculum.

Throughout the year STEP monitors the quality of the clinical placements and makes necessary changes if the mutual needs of the cooperating teacher and the teacher candidate are not being met. In November the director of STEP Secondary solicits written feedback about the placements from the Single Subject candidates during the Secondary Teaching Seminar and meets with the candidates individually to check their progress. Multiple Subject candidates also provide regular feedback on their placement experiences and meet individually with the director to discuss their progress. At the end of the year candidates complete a confidential evaluation of the field placement experience. This feedback on the practices and mentoring of cooperating teachers is kept on file and used to make decisions regarding future field placements.

At clinical sites, candidates are also supported by university supervisors who are retired teachers, STEP staff, and Graduate School of Education doctoral students. University supervisors have a teaching credential, three or more years of teaching experience, as well as experience teaching in public schools. These supervisors also have subject matter and pedagogical expertise and receive regular professional development from STEP (approximately once per month).

Sponsors of programs provide ongoing a. As mentioned above, criteria for the selection of cooperating teachers are a minimum of three years of teaching experience in their area of certification, California credentials (including English Learner Authorization), and a strong commitment and willingness
professional development for supervisors that includes the Teaching Performance Expectations (TPEs) and information about responsibilities, rights, and expectations pertaining to candidates and supervisors. Individuals selected to provide professional development to supervising teachers (a) are experienced and effective in supervising credential candidates; (b) know and understand current educational theory and practice, the sponsors’ expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (c) model collegial supervisory practices that foster success among credential candidates; and (d) promote reflective practice.

b. Administrators and faculty at placement sites are expected to be knowledgeable about relevant, current educational theory and practice. As candidates learn about ideas such as backwards planning, differentiated learning, and brick and mortar words, for example, cooperating teachers are expected to assist candidates in incorporating these ideas and research into their classroom practice. Furthermore, the university provides substantial resources to cooperating teachers and administrators to ensure their knowledge of relevant research and theory. For example, the university provides professional development opportunities and consultations with faculty. In addition, at least twice per year STEP invites cooperating teachers and administrators to “Dine and Discuss” events at Stanford. At these events, Stanford faculty share relevant research and our clinical site partners gain access to innovative scholarship and its implication for practice.

STEP communicates to all fieldwork participants the clearly defined roles and responsibilities of candidates, institutional supervisors, and supervisors in the fieldwork. Performance expectations are outlined in the observation instrument, a detailed rubric based on the CSTPs, which provides specific indicators of performance on each of the standards (and incorporates the TPEs). The expectations for supervision are also outlined in the teacher candidate/cooperating teacher contract and the individualized integration plan. Cooperating teachers know, for example, that if a candidate encounters difficulties in teaching, they should contact the university supervisor, who will also involve the director for clinical work and the director as needed. The following table illustrates how and when each participant is informed of his or her roles and responsibilities.

<table>
<thead>
<tr>
<th>Recipient of Document</th>
<th>Document(s)</th>
<th>Time of Delivery</th>
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<tbody>
<tr>
<td>Candidate</td>
<td>• STEP Handbook – Multiple Subject/ Single Subject&lt;br&gt;• Summer School Assessment of Field Placement Experience and Participation&lt;br&gt;• Teacher Candidate (TC)/Cooperating Teacher (CT) Contract&lt;br&gt;• Integration Plan&lt;br&gt;• Advancement to Independent Student Teaching form&lt;br&gt;• PACT Handbook&lt;br&gt;• Quarterly Assessments</td>
<td>• June&lt;br&gt;• July&lt;br&gt;• August/September&lt;br&gt;• August&lt;br&gt;• Varies by candidate (usually Jan-June)&lt;br&gt;• June&lt;br&gt;• Nov/March/May</td>
</tr>
<tr>
<td>Summer School</td>
<td>• Summer School Handbook – Multiple Subject/ Single Subject&lt;br&gt;• Summer School Assessment of Field Placement</td>
<td>• June&lt;br&gt;• July</td>
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<tr>
<td>Cooperating Teacher</td>
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### Experience and Participation

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<th>Responsibility</th>
<th>Dates</th>
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<tbody>
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<td>• August&lt;br&gt;• August/September&lt;br&gt;• September&lt;br&gt;• Varies by candidate (usually Jan-June)&lt;br&gt;• Nov/March/May</td>
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<td>• Integration Plan</td>
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<td></td>
<td>• Quarterly Assessments</td>
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</tr>
<tr>
<td><strong>School Site Administrator</strong></td>
<td>• District Agreement, including TC/CT Contract</td>
<td>• September</td>
</tr>
<tr>
<td><strong>Supervisor</strong></td>
<td>• Supervisor Contract</td>
<td>• August/September&lt;br&gt;• September&lt;br&gt;• As Needed&lt;br&gt;• Varies by candidate (usually Jan-June)&lt;br&gt;• Nov/March/May</td>
</tr>
<tr>
<td></td>
<td>• STEP Handbook – <em>Multiple Subject</em> / <em>Single Subject</em></td>
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<td></td>
<td>• Observation Forms</td>
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<td></td>
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<tr>
<td></td>
<td>• Quarterly Assessments</td>
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In addition, at least once a month, university supervisors participate in ongoing professional development with STEP faculty and staff, as well as with relevant educational consultants, such as Dr. Lisa Madoff who recently led a workshop on teacher resilience. Other topics have included: effective mentoring, assessment tools and supporting academic language in the classroom.

c. Cooperating teachers are expected to model collegial supervisory practices for candidates. Cooperating teachers are chosen, in part, for their commitment to nurturing and educating beginning teachers. Furthermore, cooperating teachers, in their trainings and ongoing professional development, explore the supervisory practices that will best allow them to meet the needs of their candidates, meet the needs of their students, and create an environment in which candidates are able to further their development as educators.

d. In addition to STEP supervisors, cooperating teachers continually evaluate, observe, and provide feedback to candidates. Cooperating teachers encourage candidates to reflect on their instructional practices and also provide formal and informal opportunities for candidates to evaluate their instructional aims and how best to meet the needs of the full range of learners in their classrooms.

| Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (a) performance expectations for the candidate’s teaching | STEP communicates to all fieldwork participants the clearly defined roles and responsibilities of candidates, institutional supervisors, and supervisors in the fieldwork sites. Performance expectations are outlined in the observation instrument, a detailed rubric based on the CSTPs, which incorporates the TPEs and provides specific indicators of performance on each of the standards. The expectations for supervision are also outlined in the teacher candidate/cooperating teacher contract and the individualized integration plan. Cooperating teachers know that if a candidate encounters difficulties in teaching, they should contact the university supervisor, who will also involve the director for clinical work and the director as needed. The following table illustrates how and when each participant is informed of his or her roles and responsibilities. |
Table 15.2

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                        • Quarterly Assessments  
|                       | **June**  
                        **July**  
                        **August/September**  
                        **September/October**  
                        **September/October** (varies by TC)  
                        **February**  
                        **Nov/March/May** |
| **Summer School**     | • Summer School Handbook – [Multiple Subject/ Single Subject](#)  
                        • Summer School Assessment of Field Placement Experience and Participation  
| **Cooperating Teacher** | **June**  
                        **July** |
| **Cooperating Teacher** | • STEP Handbook – [Multiple Subject/ Single Subject](#)  
                        • TC/CT Contract  
                        • Integration Plan  
                        • Advancement to Independent Student Teaching form  
                        • Quarterly Assessments  
|                       | **August**  
                        **August/September**  
                        **September**  
                        **Varies by Student**  
                        **Nov/March/May** |
| **School Site**       | • District Agreement, including TC/CT Contract  
| **Administrator**     | **September** |
| **Supervisor**        | • Supervisor Contract  
                        • STEP Handbook – [Multiple Subject/ Single Subject](#)  
                        • Observation Forms  
                        • Advancement to Independent Student Teaching form  
                        • Quarterly Assessments  
|                       | **August/September**  
                        **September**  
                        **As Needed**  
                        **Nov/March/May** (varies by TC)  
                        **Nov/March/May** |

Program sponsors in collaboration with cooperating administrators provide opportunities for each candidate to work in diverse placements with All of STEP’s placement sites are racially, ethnically, socio-economically, and linguistically diverse: Out of 33 placement schools, over 60% (13) are Title I schools. All candidates are placed in school environments with English learners and generally teach in racially, ethnically, and linguistically diverse classrooms within their schools (see Placement Schools – [Multiple Subject/ Single Subject](#) for more information). Candidates are placed in local Bay Area public schools, where they have the opportunity to work with a range of learners—including students with special needs and students from low socio-economic backgrounds—in their classroom. If candidates do not have such learners in their classroom, STEP, along with cooperating teachers, ensures that.
| English learners, students with special needs, students from low socioeconomic backgrounds, and hard to staff schools. | candidates gain an understanding of how to support such learners. (For example in EDUC285: Supporting Students with Special Needs (Multiple Subject/Single Subject, candidates must attend a student’s IEP or 504b meeting to understand how to support students with special needs. If a candidate does not have a student who has an IEP or 504b plan, then the candidate must work with their cooperating teacher and consult with other teachers at the school and request to attend such a meeting. In other words, STEP and cooperating teachers facilitate candidates’ exposure to and knowledge of a full range of learners.) |
The planned curriculum of coursework and fieldwork embeds multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE).

In its curriculum and instruction courses, coordinated with field assignments, STEP provides substantive instruction and supervised practice that effectively prepares each candidate to learn, practice, and reflect on each TPE (Teaching Performance Expectations). Through coursework and fieldwork candidates prepare for STEP's summative assessment task, the PACT Teaching Event, which is recognized by the state of California as a fair and reliable assessment of teacher performance. The alignment of the CSTPs (The California Standards for the Teaching Profession) and the TPEs, as proposed by the CCTC, comprehensively addresses different domains of practice and pedagogical knowledge.

The TPEs and CSTPs are introduced to candidates during their first week of the program, and throughout the year candidates have opportunities to build their knowledge, understanding, and professional practices for the core PACT tasks (planning, instruction, assessment, and reflection) and to receive appropriate feedback. (See syllabi and assignments for the curriculum and instruction courses and EDUC246C&D: Secondary Teaching Seminar). Accordingly, STEP supervisors use the CSTPs to guide their observations of candidates' performance in the field, and candidates' feedback on these observations directly reference the CSTPs and TPEs. Therefore, the CSTPs and TPEs are woven into candidates' instruction and assessment throughout the program.

The following matrix further demonstrates how the STEP curriculum provides multiple opportunities for each candidate to learn, practice, and reflect on the TPEs.

### Alignment Between STEP Curriculum and Teaching Performance Expectations

<table>
<thead>
<tr>
<th>CURRICULUM COMPONENT</th>
<th>TEACHING PERFORMANCE EXPECTATIONS ADDRESSED</th>
</tr>
</thead>
</table>
| EDUC289: The Centrality of Literacies in Teaching and Learning | TPE 1: Specific Pedagogical Skills for Subject Matter Instruction  
TPE 3: Interpretation and Use of Assessments  
TPE 4: Making Content Accessible  
TPE 5: Student Engagement  
TPE 6: Developmentally-appropriate Teaching Practices  
TPE 7: Teaching English Learners  
TPE 8: Learning about Students  
TPE 9: Instructional Planning  
TPE 12: Professional, Legal and Ethical Obligations |
<table>
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<tr>
<th>Category E: Teaching Performance Expectations and the Teaching Performance Assessment</th>
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</thead>
<tbody>
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<td>EDUC240: Adolescent Development and Learning</td>
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<tr>
<td>TPE 2: Monitoring Student Learning During Instruction</td>
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<td>TPE 12: Professional, Legal and Ethical Obligations</td>
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<tr>
<td>EDUC263A, B, and C: Curriculum and Instruction in Mathematics</td>
</tr>
<tr>
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<td>TPE 13: Professional Growth</td>
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<td>EDUC262 A, B, and C: Curriculum and Instruction in English</td>
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<tr>
<td>EDUC264A, B, and C: Curriculum and Instruction in World Languages</td>
</tr>
<tr>
<td>EDUC267 A, B, and C: Curriculum and Instruction in Science</td>
</tr>
<tr>
<td>EDUC268 A, B, and C: Curriculum and Instruction in History-Social Science</td>
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<tr>
<td>EDUC244: Classroom Management and Leadership</td>
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<tr>
<td>TPE 4: Making Content Accessible</td>
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<td>STEP Elementary Courses</td>
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<td>EDUC228E, F, and G: Becoming Literate in School I, II, and III</td>
</tr>
<tr>
<td>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</td>
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<td>TPE 2: Monitoring Student Learning During Instruction</td>
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<tr>
<td><strong>EDUC228H: Literacy, History, and Social Science</strong></td>
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<tr>
<td><strong>EDUC263 E, F, and G: Quantitative Reasoning and Mathematics I, II, and III</strong></td>
</tr>
<tr>
<td><strong>EDUC267E and F: Development of Scientific Reasoning and Knowledge I, II</strong></td>
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<td><strong>EDUC264E: Métodos y Materiales en los Salones Bilingües</strong></td>
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<tr>
<td><strong>EDUC388F: Introduction to Academic Language</strong></td>
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<tr>
<td><strong>EDUC219E: The Creative Arts in Elementary Classrooms</strong></td>
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<tr>
<td><strong>EDUC267G: Integrating the Garden into the Elementary Curriculum</strong></td>
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<tr>
<td><strong>EDUC244E and F: Elementary Classroom Culture and Management</strong></td>
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<td><strong>STEP Elementary and STEP Secondary Shared Courses</strong></td>
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<td><strong>EDUC299: Educating for Equity and Democracy</strong></td>
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<td><strong>EDUC285: Supporting Students with Special Needs</strong></td>
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TPE 8: Learning about Students  
TPE 9: Instructional Planning  
TPE 12: Professional, Legal and Ethical Obligations |
| CLINICAL WORK  
EDUC246E, F, G, and H: Elementary Teaching Seminar  
EDUC246A, B, C, and D: Secondary Teaching Seminar  
Clinical Placement |
| TPE 1: Specific Pedagogical Skills for Subject Matter Instruction  
TPE 2: Monitoring Student Learning During Instruction  
TPE 3: Interpretation and Use of Assessments  
TPE 4: Making Content Accessible  
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TPE 13: Professional Growth |
| PACT Teaching Event  
Task 1: Context for Learning  
Task 2: Planning Instruction and Assessment |
| TPE 7: Teaching English Learners  
TPE 8: Learning about Students |
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TPE 8: Learning about Students  
TPE 9: Instructional Planning  
TPE 10: Instructional Time |
### Category E: Teaching Performance Expectations and the Teaching Performance Assessment

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As each candidate progresses through the program of sequenced coursework and supervised fieldwork, clearly defined pedagogical assignments within the program are increasingly complex and challenging. The candidate is appropriately coached and assisted so he/she can satisfactorily complete these assignments. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA).

From the beginning of the STEP year candidates participate in tasks and assignments designed to help them develop the knowledge and skills necessary for successful completion of the teaching performance assessment. In particular, in their year-round clinical placements, candidates have opportunities to engage in the teaching cycle (planning, instructing, assessing, reflecting) on which the TPA is based. Initially, candidates prepare and implement brief episodes of instruction, such as a read-aloud or a mini-lesson in a particular content area. Over the course of the year, instructional episodes increase in length, depth, and complexity.

STEP candidates begin their clinical work in a four-week summer school setting that offers them immediate access to and opportunities to observe students, teachers and classrooms; a place to try out ideas from their university coursework; and opportunities to interact with students who represent a variety of ages, grades, and backgrounds. The summer school program is jointly designed by Sunnyvale School District and STEP. Multiple Subject candidates complete their summer placements at Bishop Elementary School, and Single Subject candidates at Columbia Middle School. At the end of the summer quarter, cooperating teachers complete an assessment for each STEP candidate with whom they worked (see Assessment of Field Placement Experience and Participation). This assessment asks for evidence of candidates’ opportunities for learning with reference to selected indicators of the California Standards for Teaching Profession. STEP faculty and staff use this data to identify strengths of each candidate, as well as areas for growth to be addressed in the yearlong placement.

As described elsewhere, once candidates are placed with cooperating teachers in the fall, their clinical work reflects the principles of graduated responsibility (see Graduated Responsibility document). From the beginning of the year teacher candidates play an active role in the classroom. They engage in co-planning and co-teaching, support small groups, lead brief
learning segments, and contribute to curriculum development. Over time they assume greater responsibility and implement learning segments of increasing length and complexity. Graduated responsibility eventually culminates in a sustained period of independent student teaching (see Advancement to Independent Daily Student Teaching form – Multiple Subject/ Single Subject). For Single Subject candidates this period typically begins after agreement by the candidate, supervisor, cooperating teacher, and program director. It lasts for a minimum of six to eight weeks (usually longer), during which the candidate takes full responsibility for the planning, instruction, and assessment in the primary placement class while continuing to co-teach in the second placement class. The period of independent student teaching for Multiple Subject candidates takes place at a designated point during the school year (usually towards the end of the school year) and lasts for approximately two weeks, during which candidates have responsibility for full days of instruction. A candidate advances to independent student teaching based on his/her readiness as assessed by the cooperating teacher and university supervisor, in consultation with the candidate and STEP faculty and staff. Specifically, the cooperating teacher, university supervisor, and candidate create an integration plan (see Integration Plan - Multiple Subject/ Single Subject) that outlines how the candidate’s level of instructional responsibility in the classroom will develop during the student teaching placement. This process is personalized so that candidates, university supervisors, and cooperating teachers agree on a timeline that makes sense for each candidate based on his or her strengths and abilities as a developing teacher, as well as the calendar of the placement site. When determining the candidate’s readiness for independent teaching, supervisors and cooperating teachers consider the candidate’s progress throughout the year, including, but not limited to, the candidate’s performance on the Teacher Performance Expectations/ California Standards for the Teaching Profession during formal observations and as assessed using the Quarterly Assessment instrument; the candidate’s ability to incorporate relevant instructional strategies and theories into the classroom; the candidate’s subject matter competence and knowledge of content standards; and the candidate’s professional disposition and demonstrated commitment to making content accessible to all students. In addition, the candidate must have completed all testing requirements (including the CBEST), become certified in CPR, passed a test on the U.S. Constitution, and fulfilled all subject matter verification requirements. The director of clinical work and the STEP directors finalize the process by reviewing the candidate’s progress in the program overall.

The California Standards for the Teaching Profession (CSTPs) and the Teaching Performance Expectations (TPEs) guide the supervision of candidates in the field. University supervisors and cooperating teachers use a standards-based observation protocol to assess candidates’ progress over the four quarters of STEP. (See Record of Observation Cycle and Quarterly Assessment). Rather than asking for general comments about the quality of candidates’ teaching, the quarterly assessments provide benchmarks that reflect the domains of teaching specified by the CSTPs and TPEs. University supervisors conduct at least nine formal observations of each candidate across three quarters using CSTPs and TPEs as a guide. Each quarter at least one of these observations is videotaped. University supervisors confer with candidates about their instructional plans prior to each observation, and together they debrief each learning segment following the observation, drawing on video evidence as available. Candidates then complete a written reflection to extend their thinking about the observed learning segment. Based on these observations, university supervisors complete quarterly assessments in November, March, and May. Cooperating teachers observe candidates on an ongoing basis and also complete three quarterly assessments. Cooperating teachers and supervisors provide evidence that supports their assessments of candidates on each area of the standards. Candidates then discuss these assessments with their cooperating teachers and supervisors and set goals for continued growth. Program directors review all quarterly assessments at the end of each quarter. Candidates’ performance in their clinical work contributes to their course grades for EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi).
Finally, as mentioned earlier, throughout the year candidates have opportunities to build their knowledge, understanding, and professional practices for the core PACT tasks (planning, instruction, assessment, and reflection) and to receive appropriate feedback. Indeed, from the beginning of the STEP year candidates participate in tasks and assignments designed to help them develop the knowledge and skills necessary for successful completion of the teaching performance assessment. Therefore, the CSTPs and TPEs are woven into candidates’ instruction and assessment throughout the program. In particular, in their year-round clinical placements, candidates have opportunities to engage in the teaching cycle (planning, instructing, assessing, reflecting) on which the TPA is based. Initially, candidates prepare and implement brief episodes of instruction, such as a read-aloud or a mini-lesson in a particular content area. Over the course of the year, instructional episodes increase in length, depth, and complexity.

Qualified supervisors formatively assess each candidate’s pedagogical performance in relation to the TPEs and provide complete, accurate formative and timely performance feedback regarding the candidate’s progress toward meeting the TPEs.

The California Standards for the Teaching Profession (CSTPs) and the Teaching Performance Expectations (TPEs) guide the supervision of candidates in the field. University supervisors and cooperating teachers use a standards-based observation protocol to formatively assess candidates’ over the four quarters of STEP. Rather than asking for general comments about the quality of candidates’ teaching, the quarterly assessments provide benchmarks that reflect the domains of teaching specified by the CSTPs and TPEs. University supervisors conduct at least nine formal observations of each candidate across three quarters using CSTPs and TPEs as a guide. Each quarter at least one of these observations is videotaped. University supervisors confer with candidates about their instructional plans prior to each observation, and together they debrief each learning segment following the observation, drawing on video evidence as available. Candidates then complete a written reflection to extend their thinking about the observed learning segment. Based on these observations, university supervisors complete quarterly assessments in November, March, and May. Cooperating teachers observe candidates on an ongoing basis and also complete three quarterly assessments. Cooperating teachers and supervisors provide evidence that supports their assessments of candidates on each area of the standards. Candidates then discuss these assessments with their cooperating teachers and supervisors and set goals for continued growth. Program directors review all quarterly assessments at the end of each quarter. Candidates’ performance in their clinical work contributes to their course grades for EDUC246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar (see syllabi).

End-of-quarter assessments of candidates’ accomplishments in coursework and in clinical practice are routine and unambiguous transition points. Some transition points apply to the cohort as a whole (e.g., end-of-quarter assessments), while others are dependent on candidates’ individual level of progress and readiness (e.g., advancement to independent student teaching). In addition, periodic reviews of candidates’ performance occur based on diagnosis of individual candidates’ needs.

A university-wide record-keeping system enables the program directors and the STEP credentialing analyst to review individual candidates’ unofficial academic transcripts at any time during the academic year. Regular end-of-quarter inspections of candidates’ earned grades by program directors provide a good measure of their academic progress. Furthermore, STEP instructors routinely communicate with program directors about candidates’ progress in their courses.

Candidates’ reflections on supervisors’ feedback after an observation are an additional source of information about candidates’ performance in their placement. University supervisors read these reflections and bring potential problems to the attention of the
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<td>directors, who also read many of the reflections. When a university supervisor is concerned about a candidate’s teaching performance, he or she will discuss the problem with the director for clinical work, who then brings the issue to the advisement team. Often the directors, and sometimes STEP instructors, visit the candidate’s classroom to provide additional information and advice. Such personalized, formative, and close advisement and monitoring of candidate progress throughout the program and over the course of the year is a hallmark of STEP. Frequent conversations among instructors, supervisors, and program staff, in addition to periodic reviews of records, ensure that the program meets candidates’ individual needs and addresses any difficulties in a timely fashion. Evidence of this process can be found in candidates’ files.</td>
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<td>At the end of each quarter, the STEP Secondary director and STEP Elementary director review all quarterly assessments from both cooperating teachers and university supervisors. By the end of the academic year, candidates are expected to meet most standards at level 4 or at least 3. The final set of quarterly assessments in the spring quarter includes a summary from the cooperating teacher and university supervisor that program directors take into account in the final decision about eligibility for credentialing by the CCTC. Candidates’ progress in their placements is also part of their final grades for EDUC246A, B, C, and D: Secondary Teaching Seminar and EDUC246E, F, G, and H: Elementary Teaching Seminar (see syllabi).</td>
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### Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes

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<th>The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration, scoring, and data reporting processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program adopts a passing score standard and provides a rationale for establishing that passing standard.</th>
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<td><strong>STEP</strong> has chosen the PACT (Performance Assessment for California Teachers) as its Commission-approved model, and has adopted the PACT’s scoring and passing standards. PACT specifies that to meet the passing standard, Multiple Subject candidates must pass both the Teaching Event (by passing all five rubric categories and having no more than 2 failing scores of “1” across tasks or 2 failing scores within any single task) and pass all additional Multiple Subject tasks. Single Subject candidates must pass all five rubric categories and have no more than 2 failing scores of “1” across tasks or 2 failing scores within any single task. (See Teaching Event Passing Standard for more information.) The program adheres to these and all PACT directives on the passing standard for both Multiple Subject and Single Subject candidates.</td>
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<td><strong>STEP</strong> directors of Secondary and Elementary have the overall responsibility for ensuring security of the PACT materials for <strong>STEP</strong> Secondary and <strong>STEP</strong> Elementary, respectively, and the integrity of the assessment process. In addition, the PACT coordinator is responsible for monitoring PACT implementation procedures, the training and calibration and fair assignment of scorers, arranging for remedial procedures for candidates who need to retake PACT, and maintaining the security of individual student assessments. <strong>STEP</strong> maintains candidate records for all credential candidates for time periods established by the University and CCTC’s requirements. Any hard copies of these records are maintained in a secure file room that is accessible only by authorized staff. Electronic records are stored in a secure database on a secure server with <strong>Tk20</strong>, a comprehensive assessment system designed to address programmatic assessment needs. Electronic copies and videos of teaching events are kept in the successful candidate’s secure file. Any use of those materials for purposes other than licensure and program improvement is strictly controlled by an approved university IRB (International Review Board) protocol.</td>
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<td>Finally, <strong>STEP</strong> has established a database of qualified scorers who are assigned to review and score any number of four to five PACT Teaching Events in their respective subject areas. Each PACT score, as well as the assigned scorer, has been entered into this database, which is part of the overall <strong>STEP</strong> database overseen by the PACT coordinator. The database makes it possible to display data longitudinally, as well as in different categories: by subject, by scorer, by cohort, by content area, or by any other criteria required for analysis.</td>
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<td>The program maintains both program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance, assessor calibration status, and assessor performance over time. The program documents the use of these data not only for Commission reporting and/or accreditation purposes, but also for program improvement. The program assures that</td>
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<td>Every year STEP calibrates both new and returning scorers to ensure reliability among scorers and adherence to the PACT’s scoring standards. The calibration process serves to not only train new and returning scorers, but also to contribute to program improvement. For example, during the calibration process, experienced scorers review rubrics and scores from the previous year. Scorers explore why a candidate might have gotten a low score, as well as field and coursework experiences that the candidate might have needed in order to have obtained a higher score. This feedback is brought to STEP cabinet meetings (weekly meetings of STEP directors and staff). The cabinet then discusses how to disseminate relevant information to faculty and staff, as well as what, if any, implications there are for course content and student field experiences. PACT results are also shared with the STEP Steering Committee, comprising 5 faculty members from the Graduate School of Education and STEP directors.</td>
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candidates understand the appropriate use of their performance data as well as privacy considerations relating to candidate data. They have not had any instance of faulty or unreliable scoring. The PACT coordinator oversees this process, as well as the maintenance of scorer data. With regard to the privacy of candidate data, candidates are informed that their data is sent without identifiable information to the CCTC for reporting and accreditation purposes. Candidates receive this information at the beginning of the program when they are first introduced to the PACT, later in the year as they begin preparing for the PACT, as well as when they submit their Teaching Event materials. Candidates are encouraged to confer with the PACT coordinator or STEP directors if they have any concerns about their performance data or personal information at any point in the year.

The program establishes and consistently uses appropriate measures to ensure the security of all TPA materials, including all print, online, video candidate, and assessor materials. The program also consistently uses appropriate measures and maintains documentation to assure the privacy of the candidate, the K-12 students, the school site and school district, and other adults involved in the TPA process.

STEP prioritizes the privacy of its candidates, candidates’ K-12 students, as well as the school site and that of the other adults who participate in the TPA process. STEP maintains candidate records—including documentation, video clips, and assessor materials—for all credential candidates for time periods established by the University and CCTC requirements. Any hard copies of these records are maintained in a secure file room that is accessible only by authorized staff (the PACT coordinator and the Program Administrator). Electronic records are stored in a secure database on a secure server by Tk20. Electronic copies and videos of teaching events are kept in candidate’s secure file. Any use of those materials for purposes other than licensure and program improvement is strictly controlled by an approved university IRB protocol. STEP directors of Secondary and Elementary have the overall responsibility for ensuring security of the PACT materials for STEP Secondary and STEP Elementary, respectively, and the integrity of the assessment process. However, the PACT coordinator is directly responsible for monitoring PACT implementation procedures, the training and calibration and fair assignment of scorers, arranging for remedial procedures for candidates who need to retake PACT, and maintaining the security of individual student assessments.

As part of candidates’ introduction to the PACT during orientation, they are informed that protecting the privacy and confidentiality of all parties—students, teachers, school sites, etc.—involved in the Teaching Event (TE) is of the utmost importance. Candidates seek permission to record portions of their teaching—for both coursework throughout the year and for the Teaching Event. Candidates also sign an affidavit kept on file with STEP affirming that they know the consent status (permit or decline) for each of their students.

Candidates are again reminded of the importance of confidentiality when completing their Teaching Events. For example, candidates are given guidelines on storing materials with identifiable information, such as video clips and student assessments (see PACT Handbook). Finally, PACT scorers are instructed to refuse to submit scores for any Teaching Event submissions that contain any identifiable information—about the candidate, a student, a school site, etc. The event is sent back to the candidate who must remove the identifying information and resubmit the document.
The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program, the passing score standard adopted by the program, and the opportunities available within the program to prepare for completing the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA that are submitted for scoring must represent the candidate’s own unaided work.

STEP follows the state-approved guidelines for the administration of the Performance Assessment for California Teachers (PACT). Candidates for the Single Subject credential complete the TE during the independent student teaching phase of their year-long field placements, supported by a series of assignments in their spring EDUC246D: Secondary Seminar. Candidates for the Multiple Subject credential complete a Teaching Event in Literacies during winter quarter in conjunction with EDUC246G: Elementary Teaching Seminar, and supported by a series of related course activities and assignments. In addition, Multiple Subject candidates complete one Teaching Event task in each of the three additional core areas not addressed in the complete TE (mathematics, history/social science and science). The curriculum and instruction courses for each content area provide support for the completion of the Teaching Event and the additional tasks. Multiple Subject candidates collect the information needed to satisfy the PACT requirements in two different field placements, one in the early elementary grades and another in the upper grades.

The Teacher Performance Expectations (TPEs), California Standards for the Teaching Profession (CSTPs), and PACT are introduced to candidates during their first week of the program during candidate orientation. Candidates are informed about the nature of the pedagogical tasks within the PACT and have opportunities throughout the year to talk with the PACT coordinator, their STEP supervisors, and their cooperating teachers about the Teaching Event tasks.

From the first week of the program, all candidates are informed about opportunities available within the program to prepare for completing the Teaching Performance Assessment (TPA) tasks and activities. As mentioned earlier, throughout the year candidates have opportunities to build their knowledge, understanding, and professional practices for the core PACT tasks (planning, instruction, assessment, and reflection) and to receive appropriate feedback. Indeed, from the beginning of the STEP year candidates participate in tasks and assignments designed to help them develop the knowledge and skills necessary for successful completion of the teaching performance assessment (See syllabi and assignments for the curriculum and instruction courses and EDUC246C&D: Secondary Teaching Seminar). Furthermore, STEP supervisors use the CSTPs and TPEs to guide their observations of candidates’ performance in the field, and candidates’ feedback on these observations directly reference the CSTPs and TPEs. Therefore, the CSTPs and TPEs are woven into candidates’ instruction and assessment throughout the program. In particular, in their year-round clinical placements, candidates have opportunities to engage in the learning and teaching cycle (planning, instructing, assessing, reflecting) on which the TPA is based. Initially, candidates prepare and implement brief segments of instruction, such as a read-aloud or a mini-lesson in a particular content area. Over the course of the year, learning and teaching segments increase in length, depth, and complexity.

At the start of the program (via online handbook– Multiple Subject/ Single Subject) and again at the beginning of winter quarter Multiple Subject candidates are given specific details about the PACT’s passing score standards, as they have begun preparing for their Teaching Event. Secondary candidates begin preparing for their Teaching Event at the beginning of Winter quarter, and they learn more about the passing standards at that point. All candidates have multiple opportunities to learn more about the PACT and to understand its role in their training. For example, in the winter quarter all candidates delve into issues of assessment in their teaching seminars and practica. As the candidates learn how to incorporate assessment into their own lesson planning, instructors use the PACT and its relationship to candidate training as an example of the integration of assessment with instruction.
When candidates are first introduced to the PACT—during orientation—they are given clear instructions that the work submitted for scoring must be wholly their own unaided work. A document produced by PACT Central and entitled *Guidelines on Assistance to Candidates* for the Teaching Event is distributed to candidates and supervisors. Throughout the year, candidates are given formal and informal opportunities to speak with the PACT coordinator about the Teaching Event. Finally, when candidates submit their Teaching Event for scoring, they, along with their STEP supervisor, must sign a **statement** attesting that the submitted work was created solely by the candidate.

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<th>The program assures that candidates understand and follow the appropriate policies and procedures to protect the privacy and confidentiality of the K-12 students, teachers, school sites, adults, and others who are involved in any of the components of the TPA tasks/activities.</th>
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<tr>
<td>As part of candidates’ introduction to the PACT during orientation, they are informed that protecting the privacy and confidentiality of all parties—students, teachers, school sites, etc.—involved in the teaching event is of the utmost importance. This emphasis on confidentiality is reinforced in other STEP classes—for all assignments or case studies, candidates are required to create pseudonyms for students, teachers, and school sites. This practice within STEP classes reinforces the idea that candidates’ professional responsibility includes protecting the privacy of others. Furthermore, candidates must seek <strong>permission</strong> to record portions of their teaching—for both coursework and for the Teaching Event. Candidates also sign an <strong>affidavit</strong> kept on file with STEP affirming that they know the <strong>consent status</strong> (permit or decline) for each of their students. When candidates are given explicit instruction on the Teaching Event and PACT’s passing score standards, they are again reminded of the importance of confidentiality. For example, candidates are given guidelines on storing materials with identifiable information, such as video clips and student assessments. Finally, PACT scorers are instructed to refuse to submit scores for any Teaching Event submissions that contain any identifiable information—about the candidate, a student, a school site, etc. The event is sent back to the candidate who must remove the identifying information and resubmit the document.</td>
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The program provides timely formative feedback information to candidates on their performance on the TPA. The teacher preparation program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance with respect to the TPEs, and to retake the task/activity up to the specified number of times established by the program. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.

STEP provides timely formative feedback to candidates on their performance on the TPA. Every year, STEP employs Teaching Event Advisors (TEAs), doctoral students and staff with expertise and experience in their respective subject areas. TEAs are provided with the PACT document *Guidelines on Assistance to Candidates* and are trained extensively on the requirements of the PACT, as well as what types of feedback they are and are not allowed to provide to the candidates. TEAs provide ongoing formative feedback to candidates, and might suggest, for example, areas in the TPA in which the candidate has not done sufficient analysis or directly addressed a prompt. For example, TEAs are instructed to ask candidates clarifying or probing questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses, and to communicate these analyses and reflections more clearly. TEAs are explicitly told not to give any advice on what a candidate should write, not to make choices on candidate’s curriculum materials or instructional strategies, not to provide analysis of the candidate’s students or artifacts, not to suggest specific changes in the candidate’s draft, not to give guidance on a candidate’s clip selection or appropriateness, and not to edit any part of the candidate’s response to a prompt. These guidelines, as well as the close monitoring of the TEAs by the PACT Coordinator throughout the PACT process, ensures that candidates submit their own, unaided work.

As mentioned above, throughout the year, candidates receive feedback on the CSTPs and TPEs used in the final Teaching Event. STEP supervisors use the CSTPs and TPEs to guide their observations of candidates’ performance in the field, and candidates’ feedback on these observations directly reference the CSTPs and TPEs. Therefore, the CSTPs and TPEs are woven into candidates’ instruction and assessment throughout the program. In particular, in their year-round clinical placements, candidates have opportunities to engage in the teaching cycle (planning, instructing, assessing, reflecting) on which the TPA is based. Initially, candidates prepare and implement brief segments of instruction, such as a read-aloud or a mini-lesson in a particular content area. Over the course of the year, instructional episodes increase in length, depth, and complexity.

The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential. (See *Passing Standards for PACT*.) Candidates who are not successful in the assessment are given remedial assistance with the TPEs as represented by the PACT tasks and prompts. Candidates are allowed to retake the task/activity, as directed by agreed upon standards for the entire PACT Consortium. In accordance with PACT guidelines, the program allows those candidates who fail the Teaching Event because they failed only one task the opportunity to resubmit that individual task for a higher score. With the exception of the Reflection task, resubmitting a task involves more than simply re-writing/revising the commentary for an individual task. For example, if a candidate fails the Planning task, s/he must resubmit the instructional context task, a new series of lesson plans and instructional materials on a new topic, and a new planning commentary. (See *Passing Standards for PACT* for more details on the resubmission process.) Under certain conditions, a candidate who fails the PACT Teaching Event and wishes to resubmit materials for rescoring is required to complete a full, original teaching event by the spring quarter of the next academic year. The candidate must have successfully completed all other program requirements and be in good standing for consideration to score the resubmitted materials. The candidate will be required to enroll in at least one quarter in the next academic year and cannot have the master’s degree conferred or apply for graduation prior to the completion of the Teaching Event and subsequent scoring/appeal. In accordance with PACT policy, STEP has no formal limit on how many times a candidate may resubmit an individual task or the entire teaching event. (Please see Additional *STEP Policy Regarding PACT Teaching Event* and *Decision Tree for Teaching Event Remediation* for further details.)
The program provides formative assessment information and performance assessment results to candidates who successfully complete the TPA in a manner that is usable by the induction program as one basis for the individual induction plan.

| Candidates have access to their PACT Score Report (see screenshot of sample score report) in Tk20 where they can see their individual scores. They are able to refer to the rubric descriptors for gauging their performance. This descriptive text provides a profile of strengths and indicates areas of growth to be built upon during the period of induction or serves as guide for study and practice in case a reassessment is needed. The report is similar across credential areas. Multiple Subject candidates will have additional reports for one task for each of the three additional core areas not included in their full Teaching Event.

To adhere to privacy regulations, scores remain confidential to the university and the candidate. Candidates may, however, choose to share their scores with their induction programs, depending on the requirements and requests of their programs. Candidates may also choose to give copies of their evaluations, observations by supervisors and cooperating teachers, as well as sections of their STEP Graduation Portfolio – Multiple Subject/Single Subject). Many candidates share their final evaluation with their induction program, as these final evaluations contain candidate goals and a summary reflection by the candidate. Often, these final reflections are useful to the induction program in helping set the candidate’s goals, identifying the candidate’s professional development needs, and creating an individual induction plan. However, again, STEP does not provide these data to the induction programs; the individual candidate must choose to share this information.

STEP does recommend to graduates that they discuss their PACT assessment results with district induction program providers. Furthermore, STEP instructors and staff meet regularly with induction program leadership to facilitate the transition of our graduates to initial employment and to coordinate the induction support. For example, under a formal arrangement, STEP works collaboratively with the Silicon Valley New Teacher Project in supporting STEP graduates in local schools. The STEP director of clinical work is a member of the Silicon Valley New Teacher Project Steering Committee.
The program provides formative assessment information and performance assessment results to candidates who successfully complete the TPA in a manner that is usable by the induction program as one basis for the individual induction plan.

Candidates have access to their PACT Score Report (see screenshot of sample score report) in Tk20 where they can see their individual scores. They are able to refer to the rubric descriptors for gauging their performance. This descriptive text provides a profile of strengths and indicates areas of growth to be built upon during the period of induction or serves as guide for study and practice in case a reassessment is needed. The report is similar across credential areas. Multiple Subject candidates will have additional reports for one task for each of the three additional core areas not included in their full Teaching Event.

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The teacher preparation program establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to pedagogical expertise in the content areas assessed within the TPA.

**STEP** maintains a community of qualified scorers in each of the credential areas offered in the program. Scorers at **STEP** include university supervisors, cooperating teachers, doctoral students who are experienced teachers in their respective content areas, as well as other educational leaders in our partner schools. Because scorers come from within the **STEP** community and therefore have already been vetted to serve the program in a number of capacities, they necessarily meet the criteria for scoring:

- familiarity with pedagogical content knowledge, content knowledge, and content standards in the teaching credential area scores
- familiarity with beginning teaching and common challenges for beginners
- the ability to evaluate the merit of teaching approaches that differ from their own
- experience in evaluating teachers in a variety of instructional and community settings
- successful completion of the entire training session set of modules, including calibration

Many of our assessors have scored for multiple years. In each content area there is one lead trainer (preferably two) who attends the central Training of Trainers session and subsequently trains and calibrates the scorers in their respective content area. All assessors for **STEP** are trained simultaneously at a scorer training session held at Stanford. **STEP**’s PACT coordinator annually identifies experienced scorers to attend regional training for scoring and double scoring.

The program provides assessor training and/or facilitates assessor access to training in the specific TPA model(s) used by the program. The program selects assessors who meet the established selection criteria and uses only assessors who successfully complete the required TPA model assessor training sequence and who have demonstrated initial calibration to score candidate TPA responses.

Upon receiving input from the **STEP** directors, **STEP**’s PACT coordinator recruits potential assessors from all areas of the **STEP** community, including university supervisors, cooperating teachers, doctoral students, and other educational leaders in partner schools. Each of these individuals serves the program in a different capacity and therefore meets the above criteria for scorers (familiarity with pedagogical content knowledge, familiarity with beginning teaching, etc.). Potential assessors who understand the above criteria and the responsibilities associated with scoring join returning scorers for a rigorous, comprehensive assessor training program. Only those assessors—new or returning—who complete the required training sequence and demonstrate initial calibration are allowed to score PACT Teaching Events.

For the additional Multiple Subject teaching event tasks, assessors are selected from the group of Multiple Subject university supervisors or curriculum and instructor course instructors and are calibrated to score either the Elementary Literacy Teaching Event and the Content Area Tasks in Mathematics, Science, and History. Instructors and university supervisors who are K-12 specialists, have completed training, and are calibrated to score the related Single Subject Teaching Event are eligible to score the relevant Multiple Subject Teaching Event Tasks.

**STEP**’s annual assessor training takes place in late March or early April and consists of a two-day set of training modules that include examination of benchmark assessments to familiarize assessors with how to match evidence to the scoring rubrics and how to select the appropriate score level on the eleven scoring rubrics. In advance of the two-day training, the assessors read the benchmark. (See previous years’ agendas.)

**STEP** has trainers in each subject area who have received training in a Training of Trainers module for the credential area. Because **STEP** identifies scorers from within its own professional community, many scorers return each year (assuming they...
are successfully recalibrated) and are identified in advance by the PACT coordinator to attend the regional training for double-scoring. STEP does not anticipate a lack of experienced scorers in any subject area to complete double-scoring.

The program periodically reviews the performance of assessors to assure consistency, accuracy, and fairness to candidates within the TPA process, and provides recalibration opportunities for assessors whose performance indicates they are not providing accurate, consistent, and/or fair scores for candidate responses.

STEP follows PACT Central’s multi-pronged approach to ensuring its assessors’ scoring accuracy and documentation. This approach includes local training and calibration of scorers, regional training of experienced scorers for double-scoring, periodic calibration of the Trainer with the PACT Central office, and annual recalibration of returning scorers.

At the conclusion of STEP’s two-day scorer training, assessors must score a calibration Teaching Event and submit it to the trainer, or criterion scorer, who is calibrated periodically with the PACT Central office. To calibrate, an assessor’s scores, compared to the scores previously determined by the criterion scorer:

- Must result in the same pass/fail decision
- Must include at least six exact matches
- Cannot include any scores that are two away from the pre-determined score

Upon calibration, the assessor will be permitted to score. It should be noted that because of the relatively small size of STEP’s program, no assessor scores more than 4 or 5 teaching events in total, and all scoring is completed within a 2-week window that occurs immediately after assessor training. Therefore, given the short time period in which assessors score and the limited number of events assessors score, the initial scorer calibration and double scoring of teaching events has been deemed appropriate for monitoring assessors’ consistency, accuracy and fairness. Double scoring and trainers’ random monitoring of the match between scores and evidence recorded monitor each assessor’s scores within each scoring session. If the examination of evidence or the double scoring process indicates that an assessor is drifting, then s/he will be required to recalibrate. Double scoring will be conducted by trainers and by experienced trainers who have received regional training in double scoring. Scorers who do not initially calibrate, whose evidence does not match scores assigned, or who are found to be inaccurate when discrepancies in double scores are investigated will undergo a recalibration process. The trainer will go over the scoring of the Teaching Event triggering recalibration, and give feedback on their strengths and weaknesses as a scorer. The scorer will then score a new pre-scored Teaching Event, and the trainer will evaluate scoring evidence and scores. This process will be repeated as needed. In the event that a scorer, after several attempts, does not appropriately reconnect with the rubric and become calibrated, STEP will identify another scorer to take his/her place.

During the year, if it is found that a scorer is not providing accurate, consistent, and/or fair scores for a candidate’s response, the Trainer intervenes and first discusses with the scorer why his/her score did not meet the standard. The scorer must then resubmit
The program complies with the assessor recalibration policies and activities specific to each approved TPA model, including but not limited to at least annual recalibration for all assessors, and uses and retains only TPA assessors who consistently maintain their status as qualified, calibrated, program-sponsored assessors. The program monitors score reliability through a double-scoring process applied to at least 15% of TPA candidate responses.

<table>
<thead>
<tr>
<th>The program adheres to PACT’s recalibration policies and its double-scoring guidelines. As mentioned above, all scorers are trained extensively and, in addition to their initial recalibration are calibrated every year. Only upon initial calibration is the assessor permitted to score. In the event that a scorer, after several attempts, does not appropriately become calibrated, or is later unable to recalibrate, STEP will identify another scorer to take his/her place. Furthermore, PACT specifies that no fewer than 10% of TPA candidate responses must be double-scored. For example, responses that are on the Pass/Fail border must be double- and sometimes triple-scored until there is consistency on the score. These cases are not only scored by our trained scorers, but are usually scored by the PACT trainer, as well.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program has been adhering to PACT’s guidelines on double scoring 10% of teaching events, a process that has previously been approved by the CCTC. PACT states, “All Teaching Events will be independently scored at least once by trained and calibrated scorers. A random sample of 10% of Teaching Events stratified by credential area will be designated for double scoring and distributed across scorers.” (See PACT Central’s <a href="#">Moderation: Process Double Scoring</a> for more information.) However, STEP usually double-scores a greater percentage of candidate responses to ensure greater consistency and accuracy; however, STEP always meets PACT’s specification of double scoring at least 10% of events. Starting with the 2014-2015 school year, the program will adhere to the CCTC’s current guidelines and will double-score at least 15% of Teaching Events.</td>
</tr>
<tr>
<td>The program establishes and maintains policies and procedures to assure the privacy of assessors as well as of information about assessor scoring reliability. In addition, the program maintains the security of assessor training materials and protocols in the event that the program uses its own assessors (such as, for example, a designated Lead Assessor) to provide local assessor training.</td>
</tr>
<tr>
<td>The program takes the privacy of our assessors seriously. All assessors and candidates are given an identification number. No one—not even the program’s directors—other than the PACT coordinator and the program administrator is able to match the assessor’s name to his/her identification number. Thus, candidates do not know the identity of their scorer. PACT Central provides the training materials and protocols STEP uses. These materials are completely anonymous and are stored online. They are password protected, and PACT Central ensures that there are no identifying data in these materials. Any other materials used during training have names of scorers, scorers’ reliability, and any other identifying information, removed.</td>
</tr>
</tbody>
</table>
Part II: Supporting Documentation
STEP Steering Committee

The STEP Steering Committee serves the functions of an area committee in support of Stanford’s Teacher Education Program.

The STEP Steering Committee has the power to approve or reject recommendations relating to:

- course additions and deletions
- appointment of lecturers
- admissions policies
- fellowship policies
- research involving STEP teacher candidates and alumni
- other major policies brought forward by STEP directors or the dean.

The STEP Steering Committee meets once a quarter. Members are appointed by the dean of the Graduate School of Education and include a chair and at least one faculty member affiliated primarily with the elementary program and at least one faculty member affiliated primarily with the secondary program. The STEP Secondary Director, STEP Elementary Director, and STEP Director of Clinical Work also serve on the STEP Steering Committee. In addition, the STEP Directors will choose one elementary candidate and one secondary candidate to provide student feedback to the committee.
Phases of Clinical Work

**An Observation Cycle:**
- Candidate submits lesson plan to supervisor
- Supervisor and candidate discuss lesson plan
- Supervisor observes candidate’s classroom performance and provides written feedback to candidate
- Supervisor and candidate hold debriefing meeting
- Candidate writes reflection
- Supervisor reads and responds to reflection, may ask for rewrite or addendum if necessary
- STEP directors read reflections to assess progress of candidates
- Observation cycle complete

**Graduated responsibility**
Increasing ownership of planning, instruction, and assessment in the placement, culminating in independent student teaching
- Students will understand that…

Which misunderstandings, if any, are predictable that you will need to actively address?

- __________
- __________

## Cultural / Content Knowledge Goals

What key knowledge or “facts”, if any, will students attain as a result of this unit? Examples: Knowledge that enables/equips students to demonstrate or attain understanding, key terms, facts such as when a dynasty began/ended, ingredients in dishes typical of a country, where French is spoken in world, religions in Ecuador, names of major cities in the country

- __________
- __________
- __________

## Other Objectives (if any)

What other skills will students develop or goals do you have, aside from those captured above? Examples: study skills, rules for participating in a Socratic discussion, technology skills such as run a spell check, cite a source, insert an image, etc.

- __________
- __________
- __________

## California WL Standards Addressed

A. Content  B. Communication (with functions)
C. Cultures  D. Structures  E. Settings

Which Calif. WL standards are addressed in your unit? Include the actual numbering and text of the standards, adapted to the specifics of your unit:

_________ (you may hold off on naming Calif standards until after you’ve developed the Learning Plan / Draft #2)

- __________
- __________
- __________
- __________
- __________
- __________
- __________

---

4 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.
Unit Assessment Plan

✓ You must assess each of your (1) Primary Language Goals, (2) Content / Cultural Goals for Understanding, & (3) Cultural/Content Knowledge Goals (exception: goals above that you list for exposure/familiarity)
✓ Your assessment plan must monitor both production (speaking/writing) and reception (listening/reading) of the Primary Language Goals, in relative balance.
✓ Teachers of students at LLC III or LLC IV will need to include attention to Academic Language.
✓ You may combine or blend different assessment types in a given “test/quiz”, “project”, “presentation”, “essay”, etc. Just make it clear in your descriptions below.
✓ Review the unit’s scoring guide for scoring criteria of your work.

Authentic Performance Assessment(s)
Through what authentic performance task(s) will students demonstrate proficiency in your goals (language, culture, etc.) in a real-life context? Frame the performance task(s) using UbD’s GRASPS model (p159). Add additional box templates for tasks if needed.

<table>
<thead>
<tr>
<th>Task Title: ____________________________</th>
<th>Which language and content/cultural unit goals will this particular task allow you to assess? (“Students will be able to... / will understand that...”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Role Audience Situation Product(s), Performance, Purpose</td>
<td>________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards &amp; Criteria for Success</th>
<th>Evaluative Criteria (a simplified scoring rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria you’ll be assessing/evaluating:</td>
<td>How well do students need to perform to meet that particular standard?</td>
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</table>

Other Assessment Types
Through what other tasks, if any, (e.g. “traditional” quiz/test, academic prompts, etc.) will students demonstrate achievement of the desired results? Add/delete box templates for tasks if needed.

<table>
<thead>
<tr>
<th>Task Title: ____________________________</th>
<th>Which language and content/cultural goals will this particular task allow you to assess?</th>
</tr>
</thead>
<tbody>
<tr>
<td>General format of</td>
<td>________________</td>
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<td>Criteria you’ll be assessing/evaluating:</td>
<td>How well do students need to perform to meet that particular standard?</td>
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# Unit Learning Plan

- Unit Plan should last 2-4 weeks (450min-1200min)
- Review the unit’s scoring guide for scoring criteria.

What sequence of tasks/activities will prepare students to achieve the unit goals on the unit’s formal and informal assessments? In the table below, give a brief description of all activities, coding each with a blending of our traditional Five-Step Lesson and UbD’s WHERETO\(^5\) steps/element(s).

<table>
<thead>
<tr>
<th>Activity/Task Title:</th>
<th>Give a simple title to refer to throughout your lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing:</td>
<td>Give an estimate as to how much class time you expect to dedicate to the activity or task (e.g. 10-15min). Please note if any task is intended as homework. If the assignment will be completed at home as homework, please note so (e.g. “15min in class, rest as HW”). Homework will not count toward the unit’s time limits.</td>
</tr>
<tr>
<td>Lesson Step/Elements:</td>
<td>How you organize and make the goals accessible to your students. A given task may serve more than one purpose (e.g. UK, GP).</td>
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<tr>
<td>W</td>
<td>Helps the students know Where the unit is going and What is expected of them; helps the teacher know Where the students are coming from (prior knowledge, interests)</td>
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<td>SH</td>
<td>Sets the Stage, Hooks all students, or Holds their interest</td>
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<tr>
<td>CI</td>
<td>Provides students with Comprehensible Input connected to Primary Language Goals</td>
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<tr>
<td>UK</td>
<td>In an appropriately scaffolded way, helps students experience, explore, and Understand the cultural/content big ideas or essential questions; helps students learn key Knowledge.</td>
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<tr>
<td>GP</td>
<td>Provides students with scaffolded Guided Practice toward goals.</td>
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<td>IP</td>
<td>Provides students with Independent Practice toward goals.</td>
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<tr>
<td>AE</td>
<td>An opportunity to deliberately Assess or Evaluate student progress.</td>
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<tr>
<td>AL</td>
<td>An opportunity for students to develop their Academic Language skills (only req’d for LLC III / IV)</td>
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<td>R</td>
<td>Allows students to periodically reflect on or self-assess their progress towards unit or personal goals in a structured way.</td>
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</table>

Skills & Modes Addressed: For example: “interpretive listening,” “interpersonal speaking & listening,” “presentational writing,” etc. If it’s a communicative task, name the mode and skill: interpersonal/interpretive/presentational + L/S/R/W. If it’s non/pre-communicative, such as a drill, just tell the skills involved (L/S/R/W) If in English, just say “English”

Description of Task: Give a brief description of each activity (a short paragraph) to indicate which goals are being addressed. Be sure to explain in general terms what the teacher will be doing and what the students will be doing during the activity, and in what language. Please do not include the detailed procedural instructions here or how you will break up the task. You will explain some of the tasks in greater detail later when you fully design the components.

---

\(^5\) The WHERETO elements are introduced in UbD in figure 1.2 on p22 and explained in greater detail in Ch9 “Planning for Learning”, starting on p198
<table>
<thead>
<tr>
<th>Activity/Task Title</th>
<th>Timing</th>
<th>Lesson Step / Element(s)</th>
<th>Skills &amp; Modes Addressed</th>
<th>Description of Task</th>
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**Total length of unit:**
(2-4 weeks ≈ 450min-1200min)
Five-Step Lesson Plan Overview

Five-Step Lesson: From the larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. The primary focus of the lesson should be on communicative proficiency.

Fully Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out five components/tasks/activities, including all of their respective resources:

- One of your Setting the Stage activities
- One of your Comprehensible Input Presentation activities
- One of your Guided Practice activities
- One of your Independent Practice activities
- One Summative Assessment/Evaluation with Student Reflection

Specific Required Elements:

- Include, to varying degrees, all four skills: listening, reading, writing, speaking.
- Your assessments should include both receptive and productive skills.
- Include some degree of tailoring or differentiation in one or more tasks for students with identified educational needs.
- LLC III & IV teachers must include the teaching of Academic Language in your task(s) at some point.

Five-Step Lesson Objectives

<table>
<thead>
<tr>
<th>Primary Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>What current/newer communicative functions will students be able to do (communicate) in the target language by the end of this Five-Step Lesson? What type of language structures or text types will students use to communicate these functions? What specific vocabulary or phrases will they acquire? Give a specific list.</td>
</tr>
<tr>
<td>Frame these as goals: “Students will be able to [function] using [language structure/vocabulary]”</td>
</tr>
</tbody>
</table>

Students will be able to...
Students will be able to...
Students will be able to...

What previous/older language, if any, are you purposefully recycling back in for reinforcement? __________
__________

Teachers of LLC III & IV: which of the above goals promote academic language development? Mark each with a star (*).

<table>
<thead>
<tr>
<th>Other Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which of the larger unit’s content/cultural/other goals or skills will students be developing in this Five-Step Lesson? (Note: It is not expected that students will be able to demonstrate mastery if the unit will not yet have ended.)</td>
</tr>
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<td>__________</td>
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<td>__________</td>
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<td>__________</td>
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</table>

Five-Step Lesson Assessment Plan
Describe the nature of the evidence that you will use over the course of the entire lesson and explain how it will allow you to assess your students’ progress in each of the stated lesson objectives, both the primary language goals and the content/cultural goals. These may be formative assessments that will help you to alter instruction within a single day’s lesson or for subsequent days, or they may be summative assessments⁶ that allow you to formally determine the extent to which students have met all of your stated goals for the learning segment: checks for understanding, monitoring around the class, reviewing written student work, showing of hands, formal tests, presentations, etc.… Please copy and paste any of the boxes of assessment task descriptions from the Unit Assessment Plan.

---

### Five-Step Lesson Sequence of Tasks

Which tasks/activities fall within this Five-Step Lesson learning segment? Please copy and paste the entire series of tasks (including their descriptions) from the Unit Learning Plan above.

---

### Five-Step Lesson Materials/Resources

Give a simple list of all instructional materials needed to teach this entire 3-5 hour learning segment/lesson (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.).

- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______

---

⁶ Regardless of whether you choose to use formative assessments, a formal summative assessment, or a combination, you must employ an assessment plan that gives you confidence that your students have met your communicative goals. This must fit into the short window of 3-5 hours, so make sure your goals are not overly ambitious to teach and assess in that short time frame of 3-5 hours.
Setting the Stage &
Comprehensible Input Introduction Presentation

Task Title: _____________

- Introduce one (or more) language functions and text types to students in cultural context.
  - function: The ability to carry out tasks with language. May be receptive (listening and reading) or productive (speaking or writing).
  - text type: The form of the message produced or received (oral and written words/formulas, sentences, paragraphs, extended discourse).

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New</strong>: What communicative function(s) will students be acquiring in the target language during this introduction? Be specific and include an actual listing of target vocabulary⁷, phrases, using which structures/grammar, etc., if applicable.</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td><strong>Old</strong>: What previous language, if any, are you recycling back in for reinforcement?</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td><strong>Other Objectives</strong> (if any)</td>
</tr>
<tr>
<td>What other content/cultural/other goals or skills will students be developing in this task?</td>
</tr>
<tr>
<td>________</td>
</tr>
</tbody>
</table>

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

- ________
- ________
- ________

Setting the Stage and Comprehensible Input Presentation Overview

Give an expanded description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation. In your description, be sure to include:

- estimated duration of the Setting the Stage and full Comprehensible Input Presentation
- how you’ll ensure that the target input is comprehensible
- the organization, stages, breaks, or steps within your presentation
- any planned interactions with or between students
- your planned checks for understanding
- what the teacher and students will be saying/doing
- a representative sample of the script⁸ of the actual input and/or interactions

---

⁷ Tip: Be realistic about how many words/phrases students can acquire at a time. In an average-length CI presentation of 15min, students might only be expected to acquire 7-10 words/phrases, depending upon whether words are cognates or otherwise easily comprehensible.

⁸ This is to give the reader a general sense. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and natural referring to a set of bullet points of the presentation or notecards to improvise around.
In-Class Teaching Demonstration

For your demo in C&I, you should come fully prepared with all materials (visuals, enough handouts, PPT, etc.) as if you were actually teaching your class. If you need access to class technology, be sure to show up early to test your computer, speakers, etc. ahead of time. If, in the interest of time, you’d prefer to only teach your “Comprehensible Input” to C&I, you are welcome to simply explain what you’d have students do for “Setting the Stage” rather than “teach” it to us. Please review the Scoring Rubric below to see how your work will be evaluated. You will be primarily scored on your actual teaching demo in class, but be sure to send both of your instructors a completed digital copy of this document before the start of class. It is highly recommended that you rehearse/practice your presentation in small groups ahead of time to work out as many inevitable “kinks” as possible.

When we give our demos in class, we’ll roughly adhere to the following format:
1. 5min: Give each C&I classmate and instructor a hard copy of these Comp. Input lesson docs, including scoring guide. Give class a brief overview of your unit and this presentation’s specific goals.
2. 10-15min: Teach your lesson.
3. 10min: Get class feedback

Scoring Rubric for Comprehensible Input Presentation Demonstration

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness &amp; Professionalism</td>
<td>0</td>
<td>2</td>
<td>4 pts</td>
<td>5</td>
<td>Somewhat/ Lacking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6pts</td>
<td>7</td>
<td>8pts</td>
<td>Mostly/ Adequate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Language and content is error-free and polished.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Teacher introduces one or more language functions and text types to students in cultural context.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Promotion of Acquisition</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Introduction is likely to promote acquisition of communicative proficiency in goals by…</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>✓ providing input that is comprehensible but just beyond students’ current level (i + 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ providing a substantial quantity of input (recontextualization, repetition, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ maximizing conditions for communicative intent (engaging, low anxiety, interaction, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Directing/Monitoring</strong></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Teacher gives clear directions, engages learners, and responds to students by <strong>checking</strong> for understanding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guided Practice Task Lesson Plan

Task Title: ______________

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New:</strong> What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.</td>
</tr>
<tr>
<td>______</td>
</tr>
<tr>
<td><strong>Old:</strong> What previous language, if any, are you recycling back in for reinforcement?</td>
</tr>
<tr>
<td>______</td>
</tr>
</tbody>
</table>

**Other Objectives (if any)**

What other content/cultural/other goals or skills will students be developing in this task?

_________

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

_______

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

• ______
• ______
• ______

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B.” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying
✓ any ways you may tailor or differentiate instruction for particular students.

_________
Independent Practice Task Lesson Plan

Task Title: _______________

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| **New:** What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.
| ______ |
| **Old:** What previous language, if any, are you recycling back in for reinforcement?
| ______ |

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

_______

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

_______

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

• ______
• ______
• ______

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying
✓ any ways you may tailor or differentiate instruction particular students.

_______
Summative Assessment/Evaluation
with Student Reflection

Task Title: _____________

→ Goals/standards/criteria for this assessment are in the Five-Step Lesson's Overview above.

Task Materials/Resources
Give a simple list of the instructional materials needed for the assessment: the assessment itself, scoring rubric/guide, for feedback, for student reflection. Develop/submit all materials.

• ______
• ______
• ______
• ______
• ______
• ______

Assessment Task Sub-Steps
Give a detailed description of the implementation of this assessment task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Clear your desks, take our a blank sheet of paper, and your pens/pencil,” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”, “Sign up for presentation order on the board.”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ what both the teacher and students will be doing/saying
✓ whether students are allowed to use any notes, reference, visuals, or support.9
✓ any ways you may tailor or differentiate the assessment for particular students.

Assessment Feedback and Reflection
Explain how:

✓ you as a teacher will provide feedback to each of your students: what they have done well, guidance for improvement, etc.
✓ students will be required to self-assess and reflect on the teacher feedback

__________

9 Be careful about how any support may affect how reliably you can assess students’ genuine acquisition of language proficiency or demonstration of understanding or knowledge. On the other hand, keep in mind what kind of ‘support’ might ordinarily be available in a real-life context.
Technology Inventory at Placement

Please complete and submit/email this inventory **digitally**. Give brief answers, and feel free to change any formatting as long as all prompts are addressed. You will receive full credit (10/10) for a complete assignment and will only receive feedback if there are any instructor concerns.

What is the **purpose** of this assignment?

- For you to get a sense of your students’ personal access to technology and pre-existing skills.
- For you to catalog the instructional resources at your disposal, as well as any limitations.
- For you to appreciate the myriad considerations when getting to know your new school and students next year.

**A. Student Technology Skills**

*How many of your students...?*

1. Have the basic skills to use a computer? Mac or PC?
2. Feel comfortable using a word processor with minimal guidance?
3. Know how to use presentation software such as Powerpoint with minimal guidance?
4. Have a school-appropriate email address?
5. Know how to upload and download files on the web and can attach files in an email?

**B. Student Access to Technology Outside of Class Time**

*How many of your students...?*

1. Have access to a working computer at home?
2. Have access to the internet from home?
3. Have access to a working printer at home?
4. Are prohibited by their parents/guardians from using the internet, uploading pictures of themselves, etc.?
5. Find this out for your students: Where would students find **public** access to internet-enabled computers with a printer outside of class time, either on campus or in the community? (Place, hours, etc.)

**C. Teacher Technology Access at Placement:**

1. What type of presentation tools do you have access to as a teacher? (document camera, LCD projectors, DVD players, overhead projector, etc.)
2. What type of school access is there to digital cameras, video recording, and audio recording? Editing software for these?
3. How do you get access to these tools?
4. If you have a tech issue that you need help with, to whom do you solicit help? How quickly does your CT think you would be able to get such help from any school personnel?

**D. Computer Lab Access at Placement:**

1. Number of computer labs?
2. Separate lab (a room) or portable lab (cart) ?
3. Number of computers?
4. Number of students in your largest class?
5. Mac or PC?
6. Do students need a special log-in name/password to access school computers? How can the teacher make sure students who have forgotten their log-in info can still use the computer?
7. Number of fully functional computers with working keyboards (with all necessary keys), mouse, monitor?
8. Number of computers with sound output and video capabilities?
9. Number of computers with internet connection?
10. Does lab have a networked printer for students to print on?
11. Does lab have an LCD projector?

---

1 Collect this information formally or informally, but be sure to be sensitive to students who may not feel comfortable publicly exposing their access to or knowledge of tech resources.
Unit Plan
30% of course grade

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions for a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Five-Step Lesson: From that larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. Your assessments should include both receptive and productive skills. This learning segment may be used for the Teaching Event for PACT. The primary focus of the lesson should be on communicative proficiency.

Fully-Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out materials & resources for five components/tasks/activities. You will also need to include some degree of tailoring or differentiation in your task(s) to specific student needs. LLC III & IV teachers must include the teaching of academic language\(^1\) in your task(s) at some point.

- One of your Setting the Stage activities
- One of your Comprehensible Input Presentation activities
- One of your Guided Practice activities
- One of your Independent Practice activities
- One Summative Assessment/Evaluation with Student Reflection

---

\(^1\) The PACT Glossary defines Academic Language as 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, formal letter, news article) and other language-related activities typical of classrooms, (e.g., expressing disagreement, debating an issue, asking for clarification). Academic language includes both productive and receptive modalities.”
Assignment Instructions

Draft #1 - Due Tues 2/28
1. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Complete:
   a. Unit Overview/Class Context
   b. Unit Objectives/Goals
   c. Unit Assessment Plan
   d. →you may omit the California Standards until Draft #2
3. Self-evaluate your work by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to provide the commentaries at this point.
4. Email both instructors this draft to demonstrate completion. You will receive feedback in class from colleagues and instructor.
5. Bring in an actual hard copy to class to help your colleagues to give you feedback

Draft #2 - Due Tues 3/6
1. Revise previous sections.
2. Complete:
   a. Unit Learning Plan
   b. Five-Step Lesson Plan Overview
   c. Comprehensible Input Introduction Task & Materials, to be taught (not other tasks yet)
   d. California Standards in the overview that you may have omitted under Unit Objectives
3. Update your self-evaluation in the Scoring Rubric.
4. Email both instructors this draft to demonstrate completion. You will only receive formal feedback on the Comp. Input presentation, but you may arrange to meet instructors during after-class office hours.

Draft #3 - Due Tues 3/20 (week after class ends)
1. Revise previous sections.
2. Complete:
   a. Develop/submit remaining required tasks (GP, IP, Asst)
3. Provide formal commentaries in the Scoring Rubric as indicated.
4. Submit all documents and resources² via email to both instructors, preferably as a single compressed zip file.
5. You will get feedback from instructors later via email (by 3/27).

² Submit digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, give a brief summary of the content and any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF version is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual "scan"). Please save each individual file using a file name that includes the name of the activity it accompanies ("Colors_of_Robertos_clothing.doc").
## Scoring Rubric
(Unit, 5-Step Lesson, Tasks and Materials)

- You'll receive one final “official” score when all drafts are complete.
- The score will be assigned holistically:

<table>
<thead>
<tr>
<th>Holistic Grade Translation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All scores within “Meeting” and “Exceeding” range = 8.7 to 10 (B+ to A+)</td>
</tr>
<tr>
<td>• A few scores within “Lacking” range = 7.8 to 8.3 (C+ to B-)</td>
</tr>
<tr>
<td>• A number of scores in “Lacking” range or below = 0 – 7.2 (No Credit to C-)</td>
</tr>
<tr>
<td>• Resubmission may be required, with a maximum revised score of C.</td>
</tr>
<tr>
<td>• Instructors may require resubmission if any scores fall under “Not evident” or if submission is otherwise incomplete.</td>
</tr>
</tbody>
</table>

### Evaluative Categories and Criteria

<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluative Categories and Criteria</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Commentary Highlight your anticipated score/standard (Yes/Mostly…). For the final draft, provide a commentary to explain how you believe you’ve met the criteria for indicated categories. Your level of detail should be guided by the general length guidelines.</td>
</tr>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Unit/Lesson/Task Overviews are completely and correctly filled out. There is internal consistency among the Unit Overview and other documents.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| 3. Unit and lesson planning are clearly rooted in the philosophy of **backward design**:  
  a. Define learning **goals**  
  b. Design **assessments** of evidence of goals  
  c. Design **learning plan** designed for success on assessments. | Not evident | Somewhat/ Lacking | Mostly/ Adequate |
|   |   |   | Brief (2-3 sentences) |
| 4. Materials are free of language and content errors (English and target language) and are **well polished** (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader. | Not evident | Somewhat/ Lacking | Mostly/ Adequate |
|   |   |   | No commentary required. |
| 5. Unit overview and **lesson plans** are complete and can be **clearly understood** by another teacher. Individual tasks can be clearly followed by another teacher. | Not evident | Somewhat/ Lacking | Mostly/ Adequate |
|   |   |   | No commentary required. |
| 6. Drafts show progressive **improvement** and submission shows attention to all instructor feedback and peer collaboration. | Not evident | Somewhat/ Lacking | Mostly/ Adequate |
|   |   |   | Medium (2-3 short paragraphs) |
| 7. Unit, lesson, tasks and accompanying commentaries demonstrate sound knowledge of research/theoretical framework/principles regarding the process of **language acquisition** and effective teaching strategies as connected to language and cultural/content objectives. | Not evident | Somewhat/ Lacking | Mostly/ Adequate |
|   |   |   | Longer (half to full page) |
| **Focus and Balance**   |   |   |   |
| 8. Unit and lesson’s overall design connects to and realistically **builds towards** stated objectives. There is **sufficient** input/practice for students to meet stated objectives. | Not evident | Somewhat/ Lacking | Mostly/ Adequate |
|   |   |   | Brief (2-3 sentences) |
9. The unit and lesson’s tasks focus on **multiple dimensions** of language acquisition through clear **connections** among vocabulary/language functions/structures/text types and a **balance** of the four skills (L/R/S/W) and communicative modes in context.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. LLC III / IV only: Curriculum and tasks are designed to help students develop **academic language**.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Unit’s instruction integrates the development and assessment of **cultural/content understanding** and/or knowledge. It demonstrates some awareness of or attempts at critical pedagogy.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sequencing and Scaffolding**

12. Lesson’s progression of tasks is organized **coherently** and **cohesively** to guide students to build fluency and accuracy in their communicative proficiency. Individual tasks are sequenced using **scaffolding** or other structured support³ to guide students successfully through the tasks.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (2-3 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Curriculum is made accessible and meaningful to the students in the class through **tailoring** or **differentiation** with respect to prior levels of language acquisition, experiential backgrounds/interests, and/or for students with identified educational needs

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (2-3 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

³ Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work, etc..
14. **Assessment plan is likely to yield convincing evidence** as to whether students have met all unit objectives: communicative proficiency, cultural/content understandings, etc.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (2-3 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Assessment(s) are organized cohesively and assess a balance of the multiple dimensions of language acquisition (skills/modes, communicative functions/vocabulary/structural accuracy/text types, etc.)

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Learning tasks provide students **opportunities** to develop proficiency in what is actually being assessed.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
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</tbody>
</table>

17. Teacher provides a balance of **feedback** to students and students periodically **self-assess** progress and **reflect** on feedback.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Title: __________________

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions of a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Unit Overview

Give a paragraph-length overview of your unit's goals and any key tasks or assessments.

____________________________________________________

Class context

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

__________

Describe if you have any students that may benefit from any accommodations, adaptations, or other attention (students with IEPs/504 plans, HL learners, EL learners, GATE students, etc.):

__________

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

__________
# Unit Objectives

Map out your unit goals in the tables below. Throughout your unit, you will be expected to assess the goals you list below. However, if you have any goals that you don’t expect students to fully master or are simply for the sake of exposure, which you will not formally assess, please indicate so: “Students will be exposed to… / Students will become familiar with…”

## Primary Language Goals

What **current/newer** communicative **functions** will students be able to do (communicate) in the target language by the end of this unit? What type of language structures or text types will students use to communicate these functions? Be sure to include all three communicative **modes**, to varying degrees.

Frame these as **goals**: “Students will be able to [function] using [language structure/text type]”

- Students will be able to understand the week’s weather by listening to a radio report. (interpretive)
- Students will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)
- Students will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/過去常常. (interpersonal)
- Students will be able to describe theirs and others’ personalities using the verb “ser” with correct noun-adjective agreement in number and gender. (interpersonal)
- Students will be able to describe theirs and others’ personalities using 他很聰明 (Subject+ adverb+ adjective) (interpersonal)
- Students will be able to give health advice to others using the subjunctive. (interpersonal)
- Students will be able to give health advice to others using structures like 你有頭痛，也許你應該採取一些阿司匹林 你累了，休息一下。 (interpersonal)
- Students will be able to demonstrate understanding of the main ideas and most details in extended discourse* (newspaper articles) on the topic of immigration. (interpretive)
- Students will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases*. (presentational)

What **previous/older** language, if any, are you purposefully recycling back in for reinforcement?

- 
- 
- 

Teachers of LLC III & IV: which of the above goals promote **academic language** development? Mark each with a double star (**}).

## Content / Cultural Goals for Understanding

**Big Idea**
What big idea will students explore in this unit?

_________

**Essential Questions**
What provocative questions will foster inquiry, uncoverage, understanding of big ideas, transfer of learning, and contextual glue for knowledge/skills?

- 
- 
- 

**Understandings:**
What understandings are desired? Be sure to consider a variety of facets: *Explain - Interpret - Apply - Perspective - Empathy - Self-Knowledge*

- 
- 

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12. What word-processing software (e.g. Microsoft Word) does the lab have? How updated is the software? Are students allowed to change language settings, such as for running a spell check?
13. What presentational software (e.g. Microsoft Powerpoint) does the lab have? How updated is the software?
14. Do you have access to audio recording equipment such as microphones and headsets? (hint: ask AP teacher)
15. Are the installed web browsers capable of using Google Docs?
16. How does a teacher reserve a lab?
17. How much ahead of time does your CT recommend you reserve the spot for the lab (due to limited availability)?
18. Does your school have a special language lab? What special capabilities does it have that would be useful for your classroom?
Seating Chart and Differentiated Task(s)

10% of course grade

This is an individual assignment. You will develop two linked items:

1. a **coded seating chart** of your students who require special considerations or have identified educational needs.
2. one or more fully-developed [this is contradicted below!] **activities/tasks** that showcase your ability to differentiate your instruction according to your students’ needs.

**Assignment Instructions**

Due: Tues, 2/21

1. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. When you are done with the assignment, self-evaluate your work as a group by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric.
3. Save any file using a file name that includes your last names.
4. Provide a digital or hard copy of the **seating chart**. Email both Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a digital copy of the **differentiated task** before the beginning of class.

### Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism, Preparation, Submission Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Highlight your anticipated score/standard (Yes/Mostly…).</td>
</tr>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are well polished (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td><strong>Seating Chart</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No commentary required.</td>
</tr>
<tr>
<td>3. Teacher provides a varied, complex profile of the classroom.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td><strong>Differentiated Task/Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No commentary required.</td>
</tr>
<tr>
<td>4. Curriculum is made accessible and meaningful to the students in the class through tailoring or differentiation with respect to prior levels of language acquisition, experiential backgrounds/interests, and for students with identified educational needs.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
</tbody>
</table>
Seating Chart
Submit a seating chart (hard copy or digital) of the class in your placement that you have most responsibility for. Annotate (by hand or digitally) the students in your class that you believe merit special consideration in your design and delivery of curriculum, instruction, and assessment. Examples: GATE, IEP/504, poor vision, stutters, difficult home life, medical issues, other special considerations, HL, ELL, etc.

- Note: The point is not to showcase the physical layout of your seating arrangement; it is simply a way to give a profile of some of your students.
- In order to protect students’ privacy, please only use initials, not full names.
- You may submit a supplementary commentary if you feel it would help interpret the class profile.

<table>
<thead>
<tr>
<th>stutters</th>
<th></th>
<th>HL</th>
<th>ELL</th>
<th>deaf in left ear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitney</td>
<td>Amy</td>
<td>Hector</td>
<td>Asuna</td>
<td>Kelsey</td>
</tr>
<tr>
<td>José</td>
<td>Xiaoqiu</td>
<td>James</td>
<td>Andre</td>
<td>Neema</td>
</tr>
</tbody>
</table>

IEP: dyslexia  
ADHD  
GATE
Differentiated Task(s)

Demonstrate your ability to differentiate a task/activity in each of the following ways below. This would ideally be a task that you might teach in your placement. You may design a single task that is differentiated in all of the ways listed, or you may design separate tasks for each type. If you design multiple tasks, duplicate the templates below. You will only give a task overview; you will not be expected to fully develop any materials. There is no limit to the duration of the task/activity. Types of differentiation to include:

- modalities/learning styles/intelligences
- tiering/rigor or HL status
- accommodations or adaptations for a special needs student (see your coding)
- student choice

Class context

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? Number of students? Other pertinent information?

___________

What relevant prior knowledge, skill, or exposure are your students coming into this task with? [Is this repeated below? (OLD:)]

___________

Task Title: _____________

Task Objectives

Language Objectives

New: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.

___________

Old: What previous language, if any, are you recycling back in for reinforcement?

___________

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

___________

Description of Task

Give a description of the activity, explaining in general terms what the teacher will be doing and what the students will be doing during the activity. Be sure to highlight and explain each type of differentiation you will be purposefully implementing.

___________
Full Name ____________________

Personal Professional Development Plan
10% of course grade

As you are soon expecting your credential and are exploring teaching positions for next year, you are entering a new stage in your own professional development. However, time flies fast, especially when you begin teaching full-time. Therefore, for your final assignment for C&I, you will reflect on your own strengths and areas for growth, and you will create a personal timeline and map of what you think your near and medium-term plans should be for professional growth. While the primary lens for this assignment is as a WL teacher, you may also consider your teaching in a more holistic sense. Please organize and present your plan in any way you see fit, but below is a non-exhaustive list of suggestions. This assignment should be emailed to both instructors by Tues 3/20.

Time frames:
- by the end of STEP
- by the end of this coming summer
- the weeks immediately before your school starts
- by the end of your first month teaching
- before the end of your 1st year teaching
- before the end of your 2nd year teaching
- etc.

Goal Areas:
- target language proficiency maintenance & improvement
- cultural/content knowledge
- improving lesson plans
- differentiate units/lessons
- engaging in professional community (e.g. local, state, nat’l memberships)
- technological skills
- time management and personal sustainability (e.g. sleep, maintaining relationships)
- experiencing other WL teaching methods (TPRS, immersion only, etc.)
- other aspects of teaching
- familiarizing self with new job site: WL program and/or textbook series, school’s larger community
- etc.

Means of reaching goals:
- Reading a book/manual, watching a movie
- Attending a professional workshop (local, ACTFL, CLTA, etc.)
- Observing other teachers
- Daily or periodic reflections (student, teacher, etc.)
- Collaborating with other teachers
- Studying/traveling in another country
- Reviewing, again, all the resources we touched upon in STEP, on our syllabus, etc.
- etc.

<table>
<thead>
<tr>
<th>Evaluate Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>\textbf{Initial Stages}</td>
</tr>
</tbody>
</table>
| \hline
| 0 | 7 | 8 | 10 |
| \hline
| 1. Your plan takes both a shorter and longer view of your professional development and considers a variety of goals and means for their achievement. | Not evident | Somewhat/ Lacking | Mostly/ Adequate | Yes/Strong | No commentary required. |

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Heritage Language Learner Course Scope and HL Task
10% of course grade

You and your classmates (in groups of 2-3) will develop two items tailored to the teacher of heritage language (HL) students. Ideally, each group will have at least one HL learner of the language or someone with experience teaching such a course. You will develop:

1. a heritage language learner course scope
2. a fully-developed activity/task (45-60min) tailored to an HL classroom
   OR
   a fully-developed activity/task (45-60min) made originally for a non-HL (“traditional”) classroom that has been adapted/differentiated for any heritage-language learners also in the course

Assignment Instructions
Due: Tues, 2/14
1. Only one groupmate will submit all materials. Each groupmate will be evaluated the same.
2. Please develop your materials using the templates below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work as a group by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. Additionally, provide the requested commentary.
5. Save file using a file name that includes your last names.
6. Email both Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class. Attach all of the fully developed materials. You do not need to bring in any hard copies.

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 2 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td></td>
</tr>
</tbody>
</table>

**Professionalism, Preparation, Submission Requirements**

1. You follow all assignment and submission instructions and include required resources/materials.
   - Not evident
   - Somewhat Lacking
   - Mostly Adequate
   - Yes/Strong
   No commentary required.

2. Materials are free of language and content errors (English and target language) and are well polished (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.
   - Not evident
   - Somewhat Lacking
   - Mostly Adequate
   - Yes/Strong
   No commentary required.
3. **Colleagues collaborate in a professional manner by respecting and challenging each other's ideas, dividing work equitably, owning the final product, etc.**

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

**HL Course Scope**

4. **Mapping of standards demonstrates an awareness of the variety of strengths and needs of HL learners.**

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

**HL Task/Activity**

5. **Focus** Task’s overall design connects to and builds towards stated objectives. Task showcases ability to attend to a variety of needs in HL students.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

Brief (2-3 sentences)

6. **Sequencing** Task is sequenced using scaffolding or other structured support to guide students successfully through the task.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

Medium (1-2 short paragraphs)

7. **Assessment** Assessment plan is likely to yield accurate evidence as to whether students have met task objectives.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

Medium (1-2 short paragraphs)

8. **Principled Design** Task design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to task objectives.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

Medium (1-2 short paragraphs)
Heritage Language Learner
Course Scope

Map out the California standards and some examples of interpretations for a year-long course designed specifically for HL learners. You may determine the composition of the language proficiency (connected to LLC) for the target students.

Class context (invented or real)

Range of LLC stage(s) of students in the class? Be sure to refer to the different skills (L/S/R/W). Any other pertinent information?

California WL Standards

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Communication</th>
<th>C. Cultures</th>
<th>D. Structures</th>
<th>E. Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which Calif. WL standards would be included in your class? You will likely need to include standards, in different ways, from different stages of the LLC depending upon your target students and their proficiency in the four skills (L/S/R/W). Include the actual numbering and text for each (30+) relevant standard/sub-standard, and include a few examples of curriculum or instruction. Please feel free to repeat examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. 3.1 Students address concrete and factual topics related to the immediate and external environment, including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Social norms: being invited to a dinner in Spain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Historical and cultural figures, stereotypes: liberators Simón Bolívar and José de San Martín; activists Cesar Chavez and Rigoberta Menchú</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Animals and their habitats: in the jungle, in the desert, in the Himalayas/Andes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. 3.6 Produce and present a written and oral product in a culturally authentic way: telling a scholarship interview committee about language skills background, writing a thank you note after a job interview, writing a review of a short story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. 4.2 Explain similarities and differences in the target cultures and between students’ own cultures: comparing roots of traditions for celebrating independence days in U.S.A. versus in Mexico; researching women’s issues in California and in Guatemala.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 1.1 Use orthography to write words and phrases in context: words spelled with Y or LL, common words that carry an accent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. 3.0 Students use language in informal and some formal settings: out shopping, writing a Facebook comment, at a scholarship interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_________
Heritage Language Learner
Task/Activity

Collaborate in your group to develop:
- a fully-developed activity/task (45-60min) tailored to an HL classroom
OR
- an fully-developed activity/task (45-60min) made originally for a non-HL (“traditional”) classroom that has been adapted/differentiated for any heritage-language learners also in the course

This activity/task does not need to be connected to the course scope you developed above, and it should showcase your ability to attend to a variety of needs in our HL students. This extended task can be broken into several parts.

Task Title: ____________

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| **New:** What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.
| ________ |
| **Old:** What previous language, if any, are you recycling back in for reinforcement?
| ________ |

<table>
<thead>
<tr>
<th>Other Objectives (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What other content/cultural/other goals or skills will students be developing in this task?</td>
</tr>
<tr>
<td>________</td>
</tr>
</tbody>
</table>

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

| ________ |

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

| ________ |

| ________ |

| ________ |

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher **and** students will be doing/saying
- any ways you may tailor or differentiate instruction for different students
Inevitably in our teaching career, we will find ourselves in the difficult situation of, at the last minute, needing to have a substitute teacher cover our class. Part of being a prepared teacher is having a lesson plan and materials in place for just such a contingency. As a class, we will create general enrichment assignments that are appropriate for a given class level, and we’ll share these lessons/activities with our classmates.

**Requirements**  The lesson plan/activity should…
- be a full-developed, self-contained handout that includes clear instructions for completion and submission
- be designed for your assigned LLC level, more or less
- be designed for a single 50min class period (Hint: with a sub trying to manage a class “less is more”)
- be able to be completed at any point in the school year
- not be connected to any particular textbook or program
- be educational and connected to course content (language, culture/content, or both)
- have **clear, uncomplicated** instructions and be **easy to complete** with little or no guidance from the sub or any special resources other than the physical handout (i.e., no videos, overheads, textbooks, etc.)
- have a file name that includes your last name and the target LLC stage (Clothing_Activity_LLC2_SJimenez.doc). Please omit this instruction cover sheet.

**During class:**
- bring in a hard copy of the assignment for each of your classmates and instructors
- we’ll each give a brief overview of the assignment to our classmates
- we will score each other as a class, giving each other a grade of “pass” or “provisional pass” (needing some revisions) according to the above **Requirements**

**After class (by Friday):**
- email instructors your revised “ready for printing and photocopying” version, which they will post on our course webpage to share

**Before the start of next school year:**
- download and print out a set of your fellow classmates’ lessons
- create a clearly labeled “Sub Folder” with copies of all necessary materials and instructions

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>(Revise)</th>
<th>Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism, Preparation, Submission Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. You follow all assignment and submission <strong>instructions</strong> and <strong>requirements</strong>, including required material(s).</td>
<td>Needs revision</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are <strong>well polished</strong> (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Needs revision</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
Assessment Design
10% of course grade

You and a partner will collaborate on the creation of a summative assessment that demonstrates your ability to formally assess your student’s progress toward stated goals/objectives at the smaller unit level (2-3 weeks). You should assess communicative language goals (both receptive and productive) in context as well as the development of cultural/content understanding. The goals you assess may be from previous goal-setting practice we did in class, brand-new goals, or goals from a unit you may possibly teach in your placement some day. This should be unrelated to the unit we’ll be developing as our final C&I project. Please feel free to design one large, comprehensive assessment task that allows you to assess all of the stated goals, or you may design a set of loosely connected assessment tasks. It is only important that your assessment or collection of connected assessments provide you with convincing evidence of your students’ meeting of each of your goals. Your assessment should be largely contextualized, authentic, and performance-based, following the advice and suggestions in our readings and course discussions. However, you may also judiciously supplement using additional types of assessment if you believe they are useful and valid. For your second draft, you will submit all resources or materials you plan to use (student task descriptions, full rubrics, handouts, PPTs, pages from textbook, etc.)

Assignment Instructions
Due: Tues, 1/31 (Draft One)
1. Only one groupmate will submit materials. Each groupmate will be evaluated the same.
2. Please design your goals and assessment using the templates below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. Additionally, provide the requested commentary.
5. Save file using a file name that includes your last names.
6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class. Bring in as hard copy to discuss with instructors.

Due: Tues, 2/7 (Draft Two)
1. Update all elements from last draft.
2. Email instructors all of the fully developed materials. You do not need to bring in any hard copies.

Class context (invented or real)

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? Number of students? Other pertinent information?

What relevant prior knowledge, skill, or exposure are your students coming into this new lesson with?

---

1 Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).
## Unit Objectives

Map out your unit goals in the tables below. Throughout your unit, you should assess the goals you list below. However, if you have any goals that you don’t expect students to fully master or are simply for the sake of exposure, which you will not formally assess, please indicate so: “Students will be exposed to… / Students will be familiar with…” Be careful to be realistic about the number of language and content/cultural goals you could realistically teach and assess in a few weeks’ time.

### Primary Language Goals

**What current/newer communicative functions** will students be able to do (communicate) in the target language by the end of this unit? What type of language structures or text types will students use to communicate these functions? Be sure to include both receptive and productive communicative modes.

| Students will be able to understand the week’s weather by listening to a radio report. (interpretive) |
| Students will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal) |
| Students will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过去常常. (interpersonal) |
| Students will be able to describe theirs and others’ personalities using the verb “ser” with correct noun-adjective agreement in number and gender. (interpersonal) |
| Students will be able to describe theirs and others’ personalities using 他很聰明 (Subject+ adverb+ adjective) (interpersonal) |
| Students will be able to give health advice to others using the subjunctive. (interpersonal) |
| Students will be able to demonstrate understanding of the main ideas and most details in extended discourse* (newspaper articles) on the topic of immigration. (interpretive) |
| Students will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases*. (presentational) |

What **previous/older** language, if any, are you purposefully recycling back in for reinforcement?

___

___

___

Teachers of LLC III & IV: which of the above goals promote academic language development? Mark each with a double star (**).

### Content / Cultural Goals for Understanding

**Big Idea**

What big idea will students explore in this unit?

What **essential questions** will foster inquiry, uncovery, understanding of big ideas, transfer of learning, and contextual glue for knowledge/skills?

What **understandings** are desired? Be sure to consider a variety of facets:

*Explain - Interpret - Apply - Perspective - Empathy - Self-Knowledge*
Students will understand that…
Students will understand that…
Students will understand that…

Which misunderstandings, if any, are predictable that you will need to actively address?
____________
____________

Cultural / Content Knowledge Goals
What key knowledge or “facts”, if any, will students attain as a result of this unit? Examples: Knowledge that enables/equips students to demonstrate or attain understanding, key terms, facts such as when a dynasty began/ended, ingredients in dishes typical of a country, where French is spoken in world, religions in Ecuador, names of major cities in the country
____________
____________

Other Objectives (if any)
What other skills will students develop or goals do you have, aside from those captured above? Examples: study skills, rules for participating in a Socratic discussion, technology skills such as run a spell check, cite a source, insert an image, etc.
_________
_________
_________

Unit Assessment Plan

Assessment Materials/Resources
Give a simple list of all materials needed to implement your assessment(s) (student task descriptions, full rubrics, handouts, PPTs, pages from textbook, etc.).
• ______
• ______
• ______

Authentic Performance Assessment(s)
Through what authentic performance task(s) will students demonstrate proficiency in your goals (language, culture, etc.) in real-life context? Frame the performance task(s) using UbD’s GRASPS model (p159). Add additional boxes for tasks if needed.

Task Title: ______________________
Which unit goals will this particular task allow you to assess? (“Students will be able to… / will understand that…”)
____________
____________
____________

Goal
Role
Audience
Situation
Product(s), Performance, Purpose
__________________
Other Assessment Types
Through what other tasks, if any, (e.g. “traditional” quiz/test, academic prompts, etc.) will students demonstrate achievement of the desired results? Add/delete boxes for tasks if needed.

Task Title: ______________________

Which unit goals will this particular task allow you to assess?
__________________________
__________________________
__________________________

General format of task/assessment
__________________________

Implementation Plan
How would you introduce, implement, and “administer” the assessment(s)? Give a general description of some logistics, scaffolding, what you/students will be doing, etc.

__________________________

Feedback and Reflection
What are some opportunities in the assessment(s) you see (1.) for the teacher to give students feedback and (2.) for students to reflect on their progress?

__________________________
<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism, Preparation, Submission Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are well polished (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>3. Colleagues collaborate in a professional manner by respecting and challenging each other’s ideas, dividing work equitably, owning the final product, etc.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>Medium (1-2 short paragraphs)</td>
</tr>
<tr>
<td><strong>Assessment Design</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assessment plan is likely to yield convincing evidence as to whether students have met all unit objectives: communicative proficiency, cultural/content understandings, etc.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>Medium (1-2 short paragraphs)</td>
</tr>
<tr>
<td>5. Assessment(s) are organized cohesively and assess a balance of the multiple dimensions of language acquisition (skills/modes, communicative functions/vocabulary/structural accuracy/text types, etc.)</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>Brief (2-3 sentences)</td>
</tr>
</tbody>
</table>
Think ahead to what might be taught in your class some time after 11/29. You are going to plan and teach a 15-50min guided practice or independent practice/extension task that is designed to promote acquisition of writing skills in your students, connected to one or more communicative language functions. The other 3 skills may also be integrated into the task. This should be a task that you would be teaching in about a week or so after the due date of this assignment. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. Your lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. This detail will also help you to remember how to teach it when you have your own class some day in the future. Please also submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.)

Instructions
1. **Version 1 due: Tues, 11/15**
2. Please design your task using the lesson plan template below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric.
5. Save file using a file name that includes your last name.
6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class.
7. Bring in as hard copy to discuss with classmates.
8. **Version 2 due: Friday, 11/18**
9. You will get written instructor feedback by our next class, so plan on being able to teach the lesson in your placement after that. If the lesson does not yet meet the standard, you may be asked to resubmit.
10. You may also arrange for in-person feedback with instructor during office hours, if desired.

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approach</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submission Instructions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You follow all submission instructions</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task’s overall design connects to and builds towards stated objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Sequencing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task is sequenced using scaffolding or other structured support to guide students successfully through the task.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment plan is likely to yield accurate evidence as to whether students have met task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Principled Design</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You professionally present your task and resources by employing polished language (English and/or target language). Plan is complete and can</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
</tbody>
</table>

---

1 Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).
Writing Task Lesson Plan

Task Title: _____________

Task Overview
Estimated timing of task:
Give a brief description of the task, including whether it's intended as guided practice or independent practice/extension:

Class context
Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

Task Objectives
Primary Language Goal(s)
What current/newer communicative functions will your students be acquiring?

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

California WL Standards Addressed
A. Content  B. Communication (with functions^2)  C. Cultures  D. Structures  E. Settings

Other Objectives (if any)
What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

Task Assessment(s)
Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students' achievement of the stated task objectives, in particular communicative functions.

Task Materials/Resources
1. Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).
   •

2. Submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.).
   • Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).

^2 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.
## Task Sub-Steps

Give a detailed description of the task by enumerating and describing the **sequence of steps**. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

---

## Rationale

How does your plan reflect an attention to research/theory/advice regarding effective teaching of language, specific to this task? You are encouraged to refer to A. Omaggio Hadley’s *Teaching Language in Context*, B. Van Patten’s *Implications for Teaching*, R. Ellis, or other research presented in class or that you might be familiar with. Please give a paragraph-length response.

---

## Collaboration Reflection

Briefly explain how you improved your lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes. Please give a paragraph-length response.

---

3 Be sure to refer to the Instructional Task Management inventory sheet from class for additional considerations.
Speaking Task
10% of course grade

Think ahead to what might be taught in your class some time after 11/15. You are going to plan and teach a 15-50min guided practice or independent practice/extension task that is designed to promote acquisition of speaking skills in your students, connected to one or more communicative language functions. The other 3 skills may also be integrated into the task. This should be a task that you would be teaching in about a week or so after the due date of this assignment. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. Your lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. This detail will also help you to remember how to teach it when you have your own class some day in the future. Please also submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.)

Instructions
1. Version 1 due: Tues, 11/8
2. Please design your task using the lesson plan template below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric.
5. Save file using a file name that includes your last name.
6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class.
7. Bring in as hard copy to discuss with classmates.
8. Version 2 due: Friday, 11/11
9. You will get written instructor feedback by our next class, so plan on being able to teach the lesson in your placement after that. If the lesson does not yet meet the standard, you may be asked to resubmit.
10. You may also arrange for in-person feedback with instructor during office hours, if desired.

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Instructions</td>
<td>0 2 4 pts</td>
<td>5 6 pts</td>
<td>7 8 pts</td>
<td>9 10 pts</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Sequencing</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Principle Design</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Quality of Language</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
</tbody>
</table>

1 Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).
**Speaking Task Lesson Plan**

**Task Title:** ____________

**Task Overview**

- **Estimated timing of task:**
  
  Give a brief description of the task, including whether it’s intended as guided practice or independent practice/extension:

**Class context**

- **Class level(s)?** LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

**Task Objectives**

**Primary Language Goal(s)**

- What current/newer communicative functions will your students be acquiring?
  
  _______

- What previous/older language, if any, are you purposefully recycling back in for reinforcement?

**California WL Standards Addressed**

- A. Content
- B. Communication (with functions<sup>2</sup>)
- C. Cultures
- D. Structures
- E. Settings

_______

_______

_______

**Other Objectives** (if any)

- What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

_______

**Task Assessment(s)**

- Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives, in particular communicative functions.

_______

**Task Materials/Resources**

- Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).
  
  • _______

**Task Sub-Steps**

- Give a detailed description<sup>3</sup> of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

---

<sup>2</sup> Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.

<sup>3</sup> Be sure to refer to the Instructional Task Management inventory sheet from class for additional considerations.
✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying

Rationale
How does your plan reflect an attention to research/theory/advice regarding effective teaching of language, specific to this task? You are encouraged to refer to A. Omaggio Hadley’s Teaching Language in Context, B. Van Patten’s implications for teaching, R. Ellis, or other research presented in class or that you might be familiar with. Please give a paragraph-length response.

Collaboration Reflection
Briefly explain how you improved your lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes. Please give a paragraph-length response.
Teaching Reflections  
5% of course grade

From the **five** individual tasks that you will design for your placement this quarter, you will be required to actually teach and reflect on the success of any **two or three** of those tasks. Teaching and reflecting on **two** tasks will "Meet the Standard" and teaching and reflecting on **three** tasks will "Exceed the Standard." Because you are going to be asked to assess whether all students have met your goal(s) for the task, make sure that you choose a task that will provide you with enough data to reasonably reflect on in detail. It is recommended that you complete the reflection immediately after you teach the tasks, but you will not submit your reflections until the indicated final due date.

**Instructions**
1. Review the Lesson/Task Reflection prompts and Scoring Guide to see how your responses will be evaluated.
2. Teach 2-3 lessons/tasks in your placement.
3. Copy and paste both the Lesson/Task Reflection prompts and the Scoring Guide below to the end of your **original (or updated) documents**. Include answers to prompts.
4. Due: **12/6** (Last day of class) Email that new document with a new file name (e.g. CompInputLesson_JChang_REFLECTION.docx) to before the beginning of class.

============= Below should be copied and pasted into original task documents =============

**Lesson/Task Reflection Prompts**

<table>
<thead>
<tr>
<th>A. Did your lesson meet its objectives? What worked well and didn’t work well?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Consider all aspects of the lesson, including the task design, the resources you used, the actual instruction, classroom management, whether your students met your learning objectives, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. What evidence do you have that you met your objectives? How do you know what worked and what didn’t?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ That is, what types of assessment data/evidence is your analysis based on (periodic checks for understanding, student oral responses, answers on a worksheet to a certain question, etc.) If you don’t believe your evidence is conclusive, explain why.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Did you notice any patterns among particular groups of students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ heritage language students, students with IEPs, ELD students, girls/boys, select individual students, a large portion of the class…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. If some students didn’t meet your lesson goals, what would be some logical next steps to take as a teacher to address this need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ recycle content into a future lesson, reteach from scratch, tutoring, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. If you could go back and teach this lesson again, how would you improve it?</th>
</tr>
</thead>
</table>

**Scoring Rubric for Teaching Reflections**

<table>
<thead>
<tr>
<th>Quantity of Reflections</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>2</td>
<td>4 pts</td>
<td>5</td>
<td>6 pts</td>
</tr>
<tr>
<td>One</td>
<td>Two</td>
<td>Three</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

728
<table>
<thead>
<tr>
<th>Submission Instructions</th>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>You follow all submission instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson/Task Design</th>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher identifies general and specific strengths and weakness of task and instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessing Student Learning</th>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher reasonably interprets data to assess student achievement of task objectives. Teacher considers individual and group patterns of achievement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responding to Data</th>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher identifies logical next steps to help students achieve objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thought ahead to what language topics you might teach in your placement some time after this assignment is formally due (see timeline below). You are going to plan and teach a 20-90min guided practice or independent practice/extension activity that is designed to promote acquisition of reading skills. The other 3 skills may also be integrated into the task, but the primary goal of this assignment is to showcase your ability to design a reading activity. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. This task/activity may be your own original design or an adapted version of a task your CT would like you to use. You are encouraged to work with a classmate, if possible.

The lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. Please digitally submit all resources or materials you plan to use (lesson plan, handouts, PPTs, pages from textbook, etc.). Include your name in your filename, e.g. ListeningTask_AirportPhoneCall_PPicasso.docx.

Instructions Timeline
1. Design the first draft of the task and all materials using the lesson plan template below. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Meet with a classmate, CT, or supervisor to solicit feedback. Revise your lesson and fill in your Collaboration Reflection.
3. Self-evaluate your work in the Scoring Rubric by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to add comments.
4. Tues 10/29: Email both instructors copies of the second draft of all materials before the beginning of class.
5. You will get written instructor feedback before our following class. You may also arrange for in-person feedback with instructor during office hours, if desired.
6. By final class: Teach in placement and complete Teaching Reflection.

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
<th>Initial Stages (resubmit)</th>
<th>Approaching 6 7pts</th>
<th>Meeting 8 9pts</th>
<th>Exceeding 10pts</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Instructions</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
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<td>Focus</td>
<td>Not evident</td>
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# Reading Task Lesson Plan

**Task Title:** Two Radio Broadcasts

## Class Context

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<th>Class level(s)?</th>
<th>Proficiency ranges of students (e.g. Novice-Low, Intermediate-High)?</th>
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<td>The class is a Spanish 1 class of 35 traditional Ss in San Mateo, CA. At this point, Ss are performing in the Novice-Mid level (LLC level 1), relying on memorized words, phrases, and formulas.</td>
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What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

### Comp. Input lesson on the activities/verbs
Numbers 1-10
Greetings

## General Overview of Task

**Learning Goal**

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<th>Estimated timing of task: 15-20min</th>
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Give a brief description of the task, including whether it’s intended as guided practice or independent practice/application/extension:

- Ss listen to two simulated radio broadcasts in Spanish. For the first program, Ss listen to and note down whether interviewed Ss like or dislike doing certain activities. For the second, Ss listen to and order a “Top Ten” list of recommended activities for staying happy during the year. This is guided practice.

## California World Language Standards

Include the actual numbering and text of the CA standards, adapted to the specifics of your lesson. Assorted examples are given in blue.

### A. Content

**What content do students address in the lesson?**

| A.1.1.g Ss address leisure, hobbies, and activities |
| A.4.1.d Ss learn about the Malvinas/Falklands island dispute |

### B. Communication

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<th>Presentational Mode</th>
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<tr>
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<td>B.1.2 Ss interpret spoken language by listening to a scripted radio broadcast.</td>
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</tr>
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**Functions**

- Productive: speaking/writing
  - None.
- Receptive: listening/reading/viewing
  - B.1.5 Ss identify learned words (activities) in scripted texts while listening

### C. Cultures

**What aspects of culture do students address in the lesson?**

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<td>C.1.3 Ss recognize musical and linguistic borrowings</td>
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### D. Structures

**What structures do students need in order to perform the stated functions in the lesson?**

| D.1.0 Ss use phonology to understand words in context |
| D.2.1 Ss use morphology (noun-adj agreement) to produce informal communications |

### E. Settings

**In what settings are students being prepared to perform in?**

| E.1.0. Ss use language in highly predictable common daily settings (listening to school announcements). |
| E.1.1 Recognize age-appropriate cultural or language use opportunities outside the |

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1 “what is created by members of the culture, both tangible and intangible, e.g. a house, an eating utensil, a painting, a piece of literature, a system of education, a ritual, an oral tale, a dance” (Shrum & Glisan, p155)

2 “patterns of behavior accepted by a society; they represent knowledge of “what to do when and where,” e.g. how individuals address one another, the social strata, the use of space, gestures, mealtime etiquette” (Shrum & Glisan, p155)
Other Objectives
What other knowledge, understandings, or skills will students develop, aside from those captured in the California Standards above? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, rules for participating in a Socratic discussion, running a spell check, cite a source, insert an image, building classroom community, etc.)

- ___________________________
- ___________________________
- ___________________________

Task Assessment(s)
Describe the nature of the assessment evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands, choral response…) and explain how it will allow you to assess your students’ achievement of the stated Learning Goal.

I’ll pause each radio program early on and poll the class on what their responses are to make sure they are on the right track. While Ss are engaged in the each task, I’ll walk around and informally monitor their written responses. For the first broadcast, I’ll cold-call on Ss to give me answers, then I’ll more formally examine their responses for accuracy once they’ve turned it in. For the second broadcast, I’ll cold-call on students to give me the answers for #10, #9, #8, etc. Since this is a basic guided practice, the accuracy of their responses (only one possible answer) should give me information about their current ability to understand the language.

Other sample assessment ideas for different tasks:
“In students’ response paragraphs I’ll be checking to see if they start with a topic sentence and follow it with…”
“Looking at which pictures my students circled in the handout will convince me that they…”
“During student conversations I’ll walk around the class. As I monitor students, I’ll be sure to be paying attention to whether they…”
“I’ll have all students shout out a choral response on the count of 1…2…3! I’ll check to see how many students each time…”

Task Materials/Resources
1. Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout title, digital projector, etc.).
   - Own sheet of paper, pen/pencil
   - Realidades Level 1 “Writing, Audio, Video Workbook” (“WAVA”), p13 (digital copy)
   - Digital Projector & Speakers
2. Digitally submit all resources or materials you plan to use: texts, class handouts, overheads, PPTs, etc.
   If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the link, a script, or a brief summary of the content. If any files are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).

Task Lesson Plan Sub-Steps
Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. Please specify:
- estimated duration of each step in the task (e.g. 5min)
- all ways you break down, model, etc. the task
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your Ss prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath” If Ss are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, explain so.
- any checks for understanding
- if any part of the task is being conducted in English; otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

3 Refer to the Instructional Task Management inventory sheet from class for additional considerations.
Radio Program #1
1. [2min] Teacher tells students to take out their vocab lists and a sheet of paper and give it a full heading, including the title “Programas de radio” in Spanish, direct Ss to copy the table from the worksheet, as projected on the screen: “Copy the table, including names and like/dislike.”

2. [1min] Teacher tells Ss to silently read the instructions for the first broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables.

3. [4min] Play the broadcast, Ss record responses, and stop after the first interviewee. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class Ss students as they complete the table.

4. [2min] Review responses by cold-calling on Ss: “What does Josefina like/dislike to do?”… When done, give Ss a chance to check over their spelling/accents using their vocab lists.

Radio Program #2
1. [1min] Direct Ss to copy down the second table, but they only need to include the letters in the boxes, not actually draw the pictures.

2. [2min] Teacher tells Ss to silently read the instructions for the second broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables. Since the pictures aren’t necessarily clear as to what they represent, teacher, quickly in English, establishes what each represents. Ask students if they’ve heard a Top Ten Countdown before: what order do the number usually go in?

3. [4min] Play the broadcast, Ss record responses, and stop after the first activity. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class monitoring Ss as they complete the table.

Rationale
How does your plan reflect an attention to research/theory/advice/tips regarding effective teaching of language, specific to this task? You are encouraged to refer to Shrum & Glisan, B. Van Patten’s Implications for teaching, R. Ellis, or other research presented in class or that you might be familiar with.

(A response of a few sentences to a paragraph)

Collaboration Reflection
Briefly explain how you improved your task/lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes you made to your lesson.

(A response of a few sentences to a paragraph)

* Speech here is in English for the benefit of all students in C&I. Please use the actual language you’d use in class.
Listening Task

Think ahead to what language topics you might teach in your placement some time after this assignment is formally due (see timeline below). You are going to plan and teach a 10-45min guided practice or independent practice/extension activity that is designed to promote acquisition of listening skills. The other 3 skills may also be integrated into the task, but the primary goal of this assignment is to showcase your ability to design a listening activity. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. This task/activity may be your own original design or an adapted version of a task your CT would like you to use. You are encouraged to work with a classmate, if possible.

The lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. Please digitally submit all resources or materials you plan to use (lesson plan, handouts, PPTs, pages from textbook, etc.). Include your name in your filename, e.g. ListeningTask_AirportPhoneCall_PPicasso.docx.

Instructions Timeline
1. Design the first draft of the task and all materials using the lesson plan template below. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Meet with a classmate, CT, or supervisor to solicit feedback. Revise your lesson and fill in your Collaboration Reflection.
3. Self-evaluate your work in the Scoring Rubric by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to add comments.
4. Tues 10/22: Email both instructors copies of the second draft of all materials before the beginning of class.
5. You will get written instructor feedback before our following class. You may also arrange for in-person feedback with instructor during office hours, if desired.
6. By final class: Teach in placement and complete Teaching Reflection.

Scoring Rubric

<table>
<thead>
<tr>
<th>Assignment Instructions</th>
<th>Initial Stages (resubmit)</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>You follow all instructions.</td>
<td>0 2 5 pts</td>
<td>6 7 pts</td>
<td>8 9 pts</td>
<td>10 pts</td>
<td>Not evident Somewhat/Lacking Mostly/Adequate Yes/Strong</td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You professionally design your task and resources by employing polished language (English and/or TL) and the plan is complete and can be clearly understood by another teacher. You have improved your lesson based on your collaboration. You have correctly mapped CA standards.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Task’s overall design connects to and builds towards stated objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Task is sequenced using scaffolding or other structured support to guide students successfully through the task.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment plan is likely to yield accurate evidence as to whether students have met task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Principled Design</td>
<td>Task design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
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# Listening Task Lesson Plan

**Task Title:** Two Radio Broadcasts

## Class Context

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<tr>
<th>Class level(s)?</th>
<th>Proficiency ranges of students (e.g. Novice-Low, Intermediate-High)?</th>
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<td>The class is a Spanish 1 class of 35 traditional Ss in San Mateo, CA. At this point, Ss are performing in the Novice-Mid level (LLC level 1), relying on memorized words, phrases, and formulas.</td>
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What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?  
**Comp. Input lesson on the activities/verbs**  
**Numbers 1-10**  
**Greetings**

## General Overview of Task

**Learning Goal**

<table>
<thead>
<tr>
<th>Estimated timing of task: 15-20min</th>
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<tbody>
<tr>
<td>Ss will be able to understand other’s likes and dislikes of activities in a semi-authentic radio broadcast.</td>
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Give a brief description of the task, including whether it’s intended as guided practice or independent practice/application/extension:  
Ss listen to two simulated radio broadcasts in Spanish. For the first program, Ss listen to and note down whether interviewed Ss like or dislike doing certain activities. For the second, Ss listen to and order a “Top Ten” list of recommended activities for staying happy during the year. This is guided practice

## California World Language Standards

Include the actual numbering and text of the CA standards, adapted to the specifics of your lesson. Assorted examples are given in blue.

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<th>What content do students address in the lesson?</th>
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<td>A.4.1.d Ss learn about the Malvinas/Falklands island dispute</td>
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### B. Communication

<table>
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<tr>
<th>How are the communicative modes addressed in the lesson?</th>
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</thead>
<tbody>
<tr>
<td><strong>Interpersonal Mode</strong></td>
</tr>
<tr>
<td>None.</td>
</tr>
<tr>
<td><strong>Interpretive Mode</strong></td>
</tr>
<tr>
<td>B.1.2 Ss interpret spoken language by listening to a scripted radio broadcast.</td>
</tr>
<tr>
<td><strong>Presentational Mode</strong></td>
</tr>
<tr>
<td>None.</td>
</tr>
</tbody>
</table>

### Functions

<table>
<thead>
<tr>
<th>What functions do students need to perform in the lesson? (i.e. What will students be able to do with the language?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive: speaking/writing</strong></td>
</tr>
<tr>
<td>None.</td>
</tr>
<tr>
<td><strong>Receptive: listening/reading/viewing</strong></td>
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<td>B.1.5 Ss identify learned words (activities) in scripted texts while listening</td>
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### C. Cultures

<table>
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<tr>
<th>What aspects of culture do students address in the lesson?</th>
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<td>C.1.1 Ss become familiar with a famous Spanish song and artist</td>
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### D. Structures

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<th>What structures do students need in order to perform the stated functions in the lesson?</th>
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<td>D.1.0 Ss use phonology to understand words in context</td>
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<th>In what settings are students being prepared to perform in?</th>
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classroom: local radio stations

Other Objectives
What other knowledge, understandings, or skills will students develop, aside from those captured in the California Standards above? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, rules for participating in a Socratic discussion, running a spell check, cite a source, insert an image, building classroom community, etc.)

- ________________
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Describe the nature of the assessment evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands, choral response…) and explain how it will allow you to assess your students’ achievement of the stated Learning Goal.

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- estimated duration of each step in the task (e.g. 5min)
- all ways you break down, model, etc. the task
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your Ss prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath” If Ss are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, explain so.
- any checks for understanding
- if any part of the task is being conducted in English; otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

3 Refer to the Instructional Task Management inventory sheet from class for additional considerations.
Radio Program #1
1. [2min] Teacher tells students to take out their vocab lists and a sheet of paper and give it a full heading, including the title “Programas de radio” in Spanish, direct Ss to copy the table from the worksheet, as projected on the screen: “Copy the table, including names and like/dislike”.
2. [1min] Teacher tells Ss to silently read the instructions for the first broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables.
3. [4min] Play the broadcast, Ss record responses, and stop after the first interviewee. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class Ss students as they complete the table.
4. [2min] Review responses by cold-calling on Ss: “What does Josefina like/dislike to do?”… When done, give Ss a chance to check over their spelling/accents using their vocab lists.

Radio Program #2
1. [1min] Direct Ss to copy down the second table, but they only need to include the letters in the boxes, not actually draw the pictures.
2. [2min] Teacher tells Ss to silently read the instructions for the second broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables. Since the pictures aren’t necessarily clear as to what they represent, teacher, quickly in English, establishes what each represents. Ask students if they’ve heard a Top Ten Countdown before: what order do the number usually go in?
3. [4min] Play the broadcast, Ss record responses, and stop after the first activity. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class monitoring Ss as they complete the table.

Rationale
How does your plan reflect an attention to research/theory/advice/tips regarding effective teaching of language, specific to this task? You are encouraged to refer to Shrum & Glisan, B. Van Patten’s Implications for teaching, R. Ellis, or other research presented in class or that you might be familiar with.

(CA response of a few sentences to a paragraph)

Collaboration Reflection
Briefly explain how you improved your task/lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes you made to your lesson.

(CA response of a few sentences to a paragraph)

* Speech here is in English for the benefit of all students in C&I. Please use the actual language you'd use in class.
“Five Teachers”:
CT Interview & Four Observations
5% of course grade

Instructions:
✓ Complete and submit this assignment digitally. Feel free to change any formatting as long as all prompts are included and addressed. You are welcome to give short, informal responses.
✓ This is due on the last day of class.
✓ Please email both instructors this assignment when it is complete. You will receive full credit based on completion but will likely not receive much instructor feedback unless there are concerns.

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluative Categories</td>
</tr>
<tr>
<td>Completion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. Cooperating Teacher Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find a time to informally interview your CT regarding the questions below. Please make sure that your CT knows that you are simply interested in understanding his/her philosophy; in no way will we use your CT’s responses to judge or critique during C&amp;I. Also, keep in mind that your CT might not have time for lengthy philosophical discussions! You might want to sit down during a few lunches and ask your CT a few questions each time. It might be a nice gesture to bring your CT lunch, coffee, or cookies on those days. Feel free to record their responses as brief, informal notes, lists, etc. You might consider supplying your CT with the questions ahead of time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CT’s Name: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How has your philosophy of being a world language teacher evolved over your career?</td>
</tr>
<tr>
<td>2. Do you believe that teaching grammar can be effective? In what ways?</td>
</tr>
<tr>
<td>3. ACTFL recommends teaching using at least 90% in the target language. What are your thoughts on this?</td>
</tr>
<tr>
<td>4. What makes you as a teacher feel confident before you step in front of the classroom?</td>
</tr>
<tr>
<td>5. What do you think is the appropriate role of “fun” in the classroom?</td>
</tr>
<tr>
<td>6. What are some smart strategies you use for maximizing instructional time (efficiency, routines, systems, etc.)?</td>
</tr>
<tr>
<td>7. When your students do very well or very poorly on a formal assessment (test, benchmark, presentation, project, etc.), how do you know who (student, teacher, etc.) deserves the credit or the blame?</td>
</tr>
<tr>
<td>8. [Please come up with another original question here to ask your CT]</td>
</tr>
<tr>
<td>9. [Please come up with another original question here to ask your CT]</td>
</tr>
</tbody>
</table>
B. Four Classroom Observations

It is a good idea to get to know other teachers’ ways of teaching language, content, and managing their classes. Our own personality and style are likely different from our CT’s, and we can’t predict what type of teaching environment we will find ourselves in next year. Also, since we are expected as WL teachers to teach a variety of content in the target language, we should have a sense of the best practices of teachers of other disciplines. Many new teachers hope to observe other teachers in their new school, but they find it very challenging to find the time. You will visit other teachers (with 3 or more years of classroom experience) at your school, your classmates’ schools, or other schools. You may want to observe classes different from yours: upper/lower levels, heritage language classes, mixed level classes, etc. Please observe and take brief notes on:

- Two teachers (not CT) of your target language
- One teacher of another world language
- One teacher of another content area: Social Studies (recommended), English/Language Arts, or other disciplines

Observation suggestions

Remember, you want to make a good impression—you may very well find yourself wanting to be hired by this teacher next year. Also, your presentation of yourself reflects both on you and on STEP. It is not easy to be an observer and understand the subtleties and rationale behind the choices another teacher makes. “Teaching language” is a complex skill that involves knowledge of how languages are learned, how to manage a classroom of students, how to stay organized and improvise when needed, how to interact with a variety of student personalities, etc. in a complex context. In short, even though you may be confused by a teacher’s approach or completely disagree with it, think less about “What would I have done differently or ‘better’ in this situation?” and more about “What is useful or instructive about what I’m seeing?” Please frame your observations accordingly.

Organizing Ahead of Time:

- Be sure to get your CT’s permission to miss class.
- Ask a potential hosting teacher’s permission to visit at least one week ahead of time, and send a reminder of your visit the day before. Introduce yourself, including telling the teacher that you are from STEP and that you are students of Michael and Helene. If something unexpected comes up and you are not able to observe the class at the agreed time, you need to explain this to the teacher at the earliest convenience.
- Perhaps organize your visits in a small group with other candidates to minimize the impact to the host teachers’ time.
- Pick a teacher who will inspire you to be a better teacher. You want to have a positive learning experience.

The Day of the Observation

- Do not show up late! Be prepared to get lost on your way to the school, have trouble finding parking, and trying to find the specific classroom.
- Make sure that you check into the main office of the school before going to the teacher’s classroom. Visitors must sign in at most schools.
- An observer is a guest in the teacher and students’ classroom, so, please be respectful. Arrive a few minutes before the start of class and ask where you can sit.
- Remember that observations are not always easy for the classroom teachers involved. The teacher may want to do extra preparation for that particular day and may not be free to explain and answer many questions. Do not expect the teacher to be free before school, during their prep period, or during lunch.
- Once in the classroom, be as unobtrusive as possible. The teacher may introduce you to the class. If students ask who you are, quietly give a brief response. It may be best to take a non-participatory role during the class instruction; only interact with students if given permission.
- Do not use audio or video equipment. Simply take notes and collect materials that you might be given.
- If time permits, you might ask some questions regarding materials or techniques used.
- Before leaving, make sure that you thank the teacher for letting you visit his/her class. It’s recommended you bring a very small token of your gratitude to the hosting teacher and let the teacher know what you appreciated from your visit.

After the Observation

- Send the teacher a brief thank you email for their time. You might want to send him/her a copy of your observation since all teachers appreciate positive feedback.

Observation #1

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
</table>

Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.
<table>
<thead>
<tr>
<th>Observation #2</th>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation #3</th>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation #4</th>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Setting the Stage &
Comprehensible Input Introduction Presentation
10% of course grade

Think ahead to a set of vocabulary words or expressions that you’d like to teach in your placement some time a week or so after this assignment is formally due (see timeline below). This mini lesson for your placement should last approx. 15-30 min, in which you will (1) Set the Stage and (2) provide a Comprehensible Input introduction of language.

After developing your mini lesson, you should rehearse/practice your presentation ahead of time with a colleague (classmate or CT) to work out as many inevitable “kinks” as possible. Next, you will formally demo the first 15 min of the lesson in C&I, in order to get more feedback. For your demo in C&I, you should come fully prepared with all materials (visuals, enough handouts for “class”, PPT, etc.) as if you were actually teaching your class. If you need access to class technology, be sure to show up early to test your computer, speakers, etc. ahead of time. Your demonstration in C&I should be largely focused on the Comprehensible Input Presentation. Unless the Setting the Stage step is quite short (2-3 min), you are welcome to simply explain what you’d have students do rather than “teach” that step to us.

Please review the Scoring Rubric below to see how your work will be evaluated. You will be primarily scored/evaluated on your actual teaching demo in class, but be sure to send both of your instructors a completed digital copy of this document before the start of class.

Timeline:
1. 10/1: Come in to C&I with a general idea for a set of vocabulary/expressions to teach
2. Develop your mini-lesson and materials
3. Rehearse with colleague and revise. (Recommended)
4. 10/8: Email this document and supporting materials to instructor beforehand, then perform teaching demonstration in C&I. Below is how we’ll roughly divide each candidate’s teaching time:
   a. 5 min: Setup/Cleanup break
   b. 5 min: Give C&I class brief context of your placement, explain the objectives of the lesson
   c. 10-15 min: Teach your lesson.
   d. 5-10 min: Reflection and Feedback
5. (By final class: Teach in placement and complete reflection)

Title of Mini Lesson: _______________

Class Context
Class level(s)? Proficiency ranges of students (e.g. Novice Low, Intermediate High)? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

_____________

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

_____________

General Overview of Lesson
Give a general overview of this mini-lesson:

_______
**Objectives** (look at Listening Task... can just use the CA standards table instead?)

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| **Functions:** What communicative function(s) will students be acquiring in the target language during this introduction?  
Students will be able to understand/tell _______
|  
| **Vocabulary:** provide an actual listing of target vocabulary\(^1\) or expressions
|  
| **Grammar/Structure** (if any): which key grammatical forms will be included in the presentation?
|  
| **Old** (if any): What previous language are you recycling back in for reinforcement?
|  
| **Other Objectives** (if any)
What other content/cultural/other goals or skills will students be developing in this task?
|  

**Materials/Resources**

Give a simple list of the instructional materials needed for this lesson (e.g. textbook pages 34-35, title of handout, digital projector, vocab cards, vocab list name/link to video, etc.). Develop/submit all materials \(\rightarrow\) see listening task for better versino of this.

- ______
- ______
- ______

**Lesson Plan**

Give an expanded description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation. In your description, be sure to include:

- how you’ll ensure that the target input is comprehensible (visuals, gestures, acting, etc.)
- the organization, stages, breaks, or steps within your presentation
- estimated duration/timing of the lesson steps
- any planned interactions with or between students
- your planned checks for understanding throughout the presentation
- what the teacher and students will be saying/doing
- a representative sample of the script\(^2\) of the actual input and/or interactions

**Setting the Stage:**

________

**Comprehensible Input Presentation:**

________

---

\(^1\) Tip: Be realistic about how many words/phrases students can acquire at a time. In an average-length CI presentation of 15-30min, students might only be expected to acquire 7-12 words/phrases, depending upon whether words are cognates or otherwise easily comprehensible.

\(^2\) This is to give the reader a general sense of how you plan to introduce the language. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and more natural referring to a set of bullet points of the presentation or notecards to improvise around.
Colleague Feedback Reflection (Recommended)

Briefly explain how you improved your lesson after your practice with your colleague(s). Explain some of the highlights of any changes.

---

Follows assignment instructions?

<table>
<thead>
<tr>
<th>Scoring Rubric for Comprehensible Input Presentation Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness &amp; Professionalism</td>
</tr>
<tr>
<td>Teacher is prepared with all required materials and has clearly rehearsed the instruction.</td>
</tr>
<tr>
<td>Language and content is error-free and polished.</td>
</tr>
<tr>
<td>Focus</td>
</tr>
<tr>
<td>Teacher introduces one or more language functions, with a focus on vocabulary acquisition.</td>
</tr>
<tr>
<td>Promotion of Acquisition</td>
</tr>
<tr>
<td>Introduction is likely to promote acquisition of communicative proficiency in goals by…</td>
</tr>
<tr>
<td>✓ providing input that is comprehensible but just beyond students’ current level (i + 1)</td>
</tr>
<tr>
<td>✓ providing a substantial quantity of input (recontextualization, repetition, etc.)</td>
</tr>
<tr>
<td>✓ maximizing conditions for communicative intent (engaging, low anxiety, interaction, etc.)</td>
</tr>
<tr>
<td>Directing/Monitoring</td>
</tr>
</tbody>
</table>
Standards-Based Unit Overview
20% of course grade

As part of our final project for this quarter, you and a partner will develop the general framework for a standards-based unit. You may establish the class’s current language proficiency level (Novice, Intermediate, or Pre-Advanced) level, and we will assume that the class takes place in our culturally and linguistically diverse Bay Area. The unit’s length is open, but we traditionally conceive of units for 2 - 4 weeks of class time. Please use a level of detail similar to the Learning Scenario examples from your language’s ACTFL standards chapters. You will primarily be mapping the unit to the national ACTFL standards, but you will also cross-reference to the California Standards. Be sure to review the Scoring Rubric below to see how your work will be evaluated.

Submission Instructions:
✓ 1st draft due: Wed, 7/10:
  ➤ Bring in four hard copies to class
✓ 2nd draft due: Fri, 7/12:
  ➤ Bring in 15 hard copies to share and present with class
✓ 3rd draft due: Sat, 7/13, 11:59pm: Entire assignment complete.
  ➤ Email both instructors a digital copy. Please save file using a name that includes your last name(s), e.g. HonoringFamilyUnit_RodriguezRobinson_1314.docx

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0 2 4 pts</th>
<th>Approaching Standard 5 6pts</th>
<th>Meeting Standard 7 8pts</th>
<th>Exceeding Standard 9 10pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Instructions</td>
<td>You follow few directions.</td>
<td>You follow most directions.</td>
<td>You follow all directions, with perhaps very minor exceptions.</td>
<td>You follow all directions.</td>
</tr>
<tr>
<td>Fulfilment of Requirements</td>
<td>Your overview of the unit is lacking a number of requirements.</td>
<td>You provide a class context and brief overview of your unit.</td>
<td>You provide a complete class context and overview of your unit.</td>
<td>You provide a complete class context and overview of your unit with appropriate detail.</td>
</tr>
<tr>
<td>Application of Standards</td>
<td>Although you show some understanding of the standards, you need to better familiarize yourself with them.</td>
<td>You interpret and apply many of the standards well, but you need to review them to enrich the unit.</td>
<td>Your interpretation and application of the standards is mostly complete and accurate.</td>
<td>You accurately interpret and apply all required standards.</td>
</tr>
<tr>
<td>Quality of language (English &amp; TL)</td>
<td>Your language is frequently difficult to comprehend, or errors in grammar or language conventions may be quite distracting to the reader.</td>
<td>Your language is mostly comprehensible. Issues in clarity, grammar, or conventions of language may detract from your message.</td>
<td>Your language in comprehensible and conveys your message. It may at times lack clarity or have minor issues in grammar or conventions of language.</td>
<td>You express your thoughts well by using clear language, having strong grammatical control, and by accurately following conventions of presentational language (spelling, capitalization, punctuation, etc.)</td>
</tr>
</tbody>
</table>
Unit Title: ____

Class context
(class grade level(s), proficiency range(s) of students, traditional or heritage learner classroom, Bay Area, etc.)

Unit Overview

<table>
<thead>
<tr>
<th>National Standard (5C’s)</th>
<th>How does your unit address this standard?</th>
<th>California Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>1.1 oral conversation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 interpretive reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 interpretive listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 presentational speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 presentational writing</td>
<td></td>
</tr>
<tr>
<td>Cultures</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>Comparisons</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Communities</td>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.2</td>
<td></td>
</tr>
</tbody>
</table>

Note: for the purposes of this unit plan assignment, please address all of the national standards, even if in your actual teaching practice this might not be realistic for each unit you teach. Also, you do not need to include all of the Calif standards; just cross-reference them when you are done (e.g. Content 3.1.b, Structures 1.2)
Five-Step Communicative Lesson Plan
25% of course grade

From your larger unit, select one or more communicative functions to teach to your students using the 5-Step Lesson Plan sequencing. Envision a lesson that might realistically be taught in about a week’s worth of time (3-5 hours, more or less). As you develop this lesson, be sure to go back and revise your larger unit if there are relevant changes. Follow the 5-Step Communicative Lesson Plan in the table below, and be sure to refer to your BAFLP document for help. In planning your lesson you may follow the strict order of the lesson steps, or you may choose to judiciously break up and weave them. You do not need to actually find or create resources or materials for your lesson activities! When you are done, respond to the rationale prompt that asks you to connect theory to practice, and review the Scoring Rubric to see how your work will be evaluated. Mandarin teachers: please give simple translations for your instructors, when needed.

Submission Instructions:

1st draft due: Thurs, 7/11: Goals complete and at least one each of these steps (SS, CI, GP, IP) in Lesson Plan
→ Soft/digital copy is fine
2nd draft due: Fri, 7/12: Lesson Plan complete.
→ Bring in 15 hard copies to share and present with class
3rd draft due: Sat, 7/13, 11:59pm: Entire assignment complete.
→ Email both instructors a digital copy. Please save file using a name that includes your last name(s), e.g. MyFamily_RodriguezRobinson_1314.docx

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0</th>
<th>2</th>
<th>4 pts</th>
<th>Approaching 5</th>
<th>6pts</th>
<th>Meeting 7</th>
<th>8pts</th>
<th>Exceeding 9</th>
<th>10pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Instructions You follow all submission instructions</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus and Balance The language tasks, including assessment, focus on multiple dimensions of language acquisition through clear connections among vocabulary/language functions/structures and the four skills (L/R/S/W) in context.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scaffold The 5-step lesson’s progression of tasks are organized coherently and cohesively to guide students to build fluency and accuracy in their communicative proficiency.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Assessment plan is likely to yield useful evidence as to whether students are meeting lesson and task objectives.)</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principled Design Lesson design and accompanying rationale demonstrate sound knowledge of research and theory on the process of language acquisition and effective teaching principles.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Language You professionally present your lesson by employing polished language (English and/or target language).</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Lesson Objectives

Language Goals

What communicative functions will students be able to do (communicate) in the target language by the end of this Five-Step Lesson? What types of language structures or text types will students use to carry out these functions?

Frame these as goals: 

**Students will be able to [function] using [language structure/text type]**

- (Please replace these various example goals with your own...)
- Ss will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过去常常. (interpersonal)
- Ss will be able to identify the week’s weather by listening to a radio report. (interpretive)
- Ss will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)
- Ss will be able to describe theirs and others’ personalities using 他很聰明(Subject+ adverb+ adjective) (interpersonal)
- Ss will be able to give health advice to others using the subjunctive. (interpersonal)
- Ss will be able to demonstrate understanding of the main ideas and most details in extended discourse (newspaper articles) on the topic of immigration. (interpretive)
- Ss will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases. (presentational)

Other Goals

Which of the larger unit’s other content/cultural/other goals or skills will students be developing in this Five-Step Lesson?

- Ss will be able to compare their local public transportation with those in Chile & Spain.
- Ss will be able to collaborate using a Google Doc.
- Ss will be able to articulate the significance of certain numbers in the target culture.
- Ss will be able to identify many French-speaking communities in Africa and the Americas.
- Ss will be able to use shorthand approximations for converting Celsius to Fahrenheit (F = 2 x C + 30)

Lesson Plan Sequence

List and describe the sequence of tasks in the table further below. Please do not concern yourself with actually calendaring out the activities into a Mon-Fri week; just fill in the table with the chronological order of the activities.

**Activity/Task Title:** Give a simple title to refer to throughout your lesson.

**Timing:** Give an estimate as to how long you expect the activity or task to take (e.g. 10-15min). If the assignment will be completed at home as homework, please note so here (e.g. 15min in class, finish as HW). Keep in mind the attention level of a high school student!

**5-Step Lesson Step:** Name the steps (SS/CI/GP/IP/ASS), but feel free to judiciously deviate from the strict 5-Step Plan, if desired. For example, you might decide to break the teaching of your lesson’s target function(s) up. See out PPT lesson for the examples of how this might be done.

**Communicative Modes Addressed:** Which mode & specific skill (L/S/R/W): “interpretive listening,” “interpersonal speaking & listening,” “presentational writing,” etc. If the task is non/pre-communicative (e.g. verb conjugation drill, copying characters with proper stroke order, repeating words for pronunciation) just state the skill involved: “writing,” “speaking.”

**Description of Task:** Give a brief description of each activity (a few sentences, perhaps with example). Be sure to explain in general terms what the teacher will be doing and what the students will be doing during the activity, and in what language. You don’t not need to include detailed procedural instructions. It will be assumed that activities and texts will be in the target language; please note when this is **not** the case.
2. What are you giving me?  20min  IP  interpersonal speaking  Ss draw and color two clothing items, then they go around the class offering (orally) the items (e.g. a blue blouse vs. some purple socks) to their classmates, who choose their preferred item (better/worse):

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

12. 

13. 

14. 

15. 

Total length of lesson:

Note: please add/remove rows and resize table as needed.

Lesson Assessment Plan

Describe the nature of the evidence that you will use over the course of the entire lesson and explain how it will allow you to assess your students’ achievement of the stated lesson objectives. These may be formative assessments that will help you to alter instruction within a single day’s lesson or for subsequent days (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands), or they may be summative assessments that allow you to formally determine the extent to which students have met all of your stated goals for the learning segment (e.g. formal tests, presentations).

Rationale

How does your lesson reflect an attention to research regarding the acquisition of language and development of communicative proficiency? You are encouraged to refer to B. Van Patten’s Implications for teaching, Shrum & Gilson’s key principles, or other research presented in class or that you might be familiar with. Please give a brief response in the length of a paragraph or up to one page, single-spaced.
Visit the websites for the organizations listed below, and investigate the following information for your language. Type the information into the right-hand column of the table below using short answers. Feel free to reformat the table or delete unrelated rows if desired.

1. How do you join? What is the cost? Is there a special rate for student teachers?
2. What are the member benefits, if any (e.g. publications received, discounts on conference attendance)?
3. What professional development opportunities and/or other major events will be sponsored in the near future or just recently (e.g. conferences, summer institutes)? What is the cost? If there are many, just list 1-2 that you find most attractive.

Please bring in a single hard copy, which you'll submit at the end of the class.

### Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching Standard</th>
<th>Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of response</td>
<td>0</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

- Your responses are largely incomplete and require more explanation.
- You respond to many aspects of the prompts.
- You respond to all aspects of the prompts.

### World Language Professional Organizations

#### NATIONAL

**ACTFL: American Council on the Teaching of Foreign Languages**

www.actfl.org

**Vision Statement:** Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens, ACTFL is uniquely positioned to lead this endeavor by:

- Meeting the needs of language professionals
- Ensuring a dynamic and responsive organization
- Working proactively through advocacy and outreach
- Working to ensure that the language-teaching profession reflects the racial, ethnic and linguistic diversity of U.S. society
- Promoting research that impacts the development of professional programs and enhances the quality of language teaching and learning.

**Investigation**

1. 2. 3.

**AATF: American Association of Teachers of French**

www.frenchteachers.org

**About:** As a professional association we seek to address the concerns of our members which include: promoting the study of languages in general and French in particular; facilitating the implementation of national and state standards in the classroom; improving the training of French teachers by encouraging minimum levels of language and cultural proficiency, and exposure to the French-speaking world through study abroad opportunities; creating opportunities and finding resources for practicing teachers to update their skills and improve their teaching; encouraging the use of new technologies in the teaching of French and actively developing materials to support this use.

**Investigation**

1. 2. 3.

**AATSP: American Association of Teachers of Spanish and Portuguese**

www.aatsp.org

**Mission Statement:** The American Association of Teachers of Spanish and Portuguese (AATSP) promotes the study and teaching of the Spanish and Portuguese languages and their corresponding Hispanic, Luso-Brazilian and other related literatures and cultures at all levels of education. The AATSP encourages, supports and directs programs and research projects

**Investigation**

1. 2. 3.
involving the exchange of pedagogical and scholarly information. Through extensive collaboration with educators, professionals, and institutions in other countries, the AATSP contributes to a better and deeper understanding between the United States and the Spanish- and Portuguese-speaking nations of the world.

| CLASS: Chinese Language Association of Secondary-Elementary School |  
|---|---|
| **classk12.org** |  
| **Mission & Vision:** a non-profit professional organization that represents all Chinese language educators at all levels from elementary to secondary schools. CLASS advances and promotes the teaching and learning of Chinese language and culture at PreK-12 schools in the United States.  
1. To lead and promote the learning and teaching of Chinese in secondary and elementary schools in the United States;  
2. To encourage effective collaboration and articulation among elementary, secondary and college Chinese language instructors;  
3. To offer professional development opportunities and training in current teaching practices and instructional technology;  
4. To foster a national network for exchanging information, ideas, and curricular resources related to the teaching of Chinese language and culture. | 1.  
2.  
3. |

| CLTA: Chinese Language Teachers Association |  
|---|---|
| **not to be confused with the other CLTA: California Language Teachers Association** |  
| **clta-us.org** |  
| **Mission Statement:** The Chinese Language Teachers Association (CLTA) promotes the study of Chinese language and culture in an international context. Given the importance of the Chinese speaking world and its global cultural, social, economic, and political impact, our mission is to promote the Chinese language as a tool for communication worldwide. As a professional organization, CLTA represents Chinese language teachers in all educational settings. It supports establishing and sustaining quality Chinese programs, K-16 articulation, teacher education and professional development, and research relating to all aspects of teaching and learning about Chinese languages and cultures. The Association is committed to providing leadership, scholarship, and service to its members and to all sectors of society.  
**Goals:**  
1. Provide leadership to expand the capacity for high quality and sustainable Chinese language learning and teaching in the United States.  
2. Develop, improve, and strengthen Chinese language and culture instruction  
3. Establish a forum for exchanging information, expertise, ideas, experiences, and materials.  
4. Enhance the growth of the organization via professional service to the field.  
5. Foster quality scholarship based on theoretical and empirical research. | 1.  
2.  
3. |

**REGIONAL**

| SWCOLT: Southwest Conference on Language Teaching |  
|---|---|
| **www.swcolt.org** |  
| **Description:** SWCOLT is a professional organization whose primary purpose is to plan, organize and supervise an annual meeting for language teachers. In addition, SWCOLT participates in the professional advancement and development of teachers through scholarships, awards, publications and advocacy. | 1.  
2.  
3. |

**STATE**

| CWLP: California World Language Project |  
|---|---|
| **formerly CWLP: California Foreign Language Project** |  
| **www.stanford.edu/group/CFLP/** |  
| **Primary Goals:**  
1. Strengthening of Academic Content Knowledge  
2. Development of Teacher Leadership  
3. Service to Low-Performing Schools  
4. Development of Partnerships with Low-Performing Schools | 1. N/A  
2. N/A  
3. |
5. Support and Maintenance of Professional communities and Teacher Networks
6. Evaluation

<table>
<thead>
<tr>
<th>CLTA: California Language Teachers Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>clta.net</td>
</tr>
<tr>
<td>Mission Statement: To provide support, leadership and vision for quality world language and culture teaching and learning in California.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWLP: Stanford World Language Project</td>
</tr>
<tr>
<td>formerly BAFLP: Bay Area Foreign Language Project</td>
</tr>
<tr>
<td>No updated webpage</td>
</tr>
<tr>
<td>Description: BAFLP offers a tiered professional development program series of three levels followed by an invitational leadership strand so teachers participate in long-term professional development in a deep and meaningful way. The programs are also in alignment with the national foreign language content standards to promote student achievement....BAFLP serves all teachers in San Mateo, San Francisco, and Santa Clara counties.</td>
</tr>
</tbody>
</table>

1. will be discussed in class
2. will be discussed in class
3. will be discussed in class

Adapted from Shrum & Glisan's *Teacher's Handbook.*
Within most of the Shrum & Glisan chapters, there are a number of breaks that are signaled in the margin with a **key symbol** or a **question mark**. For each break, “Respond” to the key or question. Some responses might be fully answered in a few short words, whereas others may be more extensive. When responding to the readings, try to make connections to the teaching/learning of your target language, when possible, and be sure to note any questions or concerns you might have as well.

- For **key symbols**: first retype the actual text of the key point and “respond” to the key point.
- For **question marks**: “respond” to the question. You do not need to retype the question.

Please type your responses directly into this document. They will serve as your personal reference during any class discussion and will demonstrate to your instructors that you are keeping up with the readings. Please bring in a single hard copy, which you'll submit at the end of the class.

### Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 4</th>
<th>Approaching Standard 7</th>
<th>Meeting Standard 10pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of response</strong></td>
<td>Your responses are largely incomplete and require more explanation.</td>
<td>You respond to many aspects of the prompts with minimal explanation.</td>
<td>You respond to all aspects of the prompts with some detail or examples. You make some connections to the teaching/learning of your target language.</td>
</tr>
<tr>
<td><strong>Quality of language</strong></td>
<td>Your language is frequently difficult to comprehend.</td>
<td>Your language is mostly comprehensible. Issues in clarity or grammar may detract from your message.</td>
<td>Your language is comprehensible and adequately conveys your message.</td>
</tr>
</tbody>
</table>

### Key Symbols

<table>
<thead>
<tr>
<th>Key Symbols</th>
<th>Question Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>p20 “Learners are automatic...”</td>
<td>p23</td>
</tr>
<tr>
<td>p20</td>
<td>p29</td>
</tr>
<tr>
<td>p21</td>
<td>etc.</td>
</tr>
<tr>
<td>p23</td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>

*please add rows as necessary*
Assignment #4: Explaining ELL Programs, Policies, and Research

Here the situation: You're invited to dinner at a friend's home, along with 6 or 7 other people. Your friend's friends are intelligent, educated, and interested in what's going on in the world. The conversation is engaging and interesting. Everything's going great--good food, good wine, the temperature is right. At one point your friend addresses you from across the table and says, "So, how's the teaching going? You enjoying it? What're the kids like?" You reply that it's going well, despite your being sleep-deprived, but you really like it and you really like the kids. You mention that a lot are learning English as a second language, so you've got really make sure they understand what's going on in the classroom. "Really?" a guest pipes up. "You have to make sure they understand what's going on??" Thus begins what feels like you're getting grilled. Below is a series of questions this guest puts to you. How would you reply?

Be succinct, but be specific. Back up your statements with facts. Make sure you include the following elements, as appropriate to the question, in your responses:

- Purpose of programs for ELLs
- English proficiency
- Grade-level academic achievement
- Civil Rights Act of 1964 (civil rights law more generally)
- Equal educational opportunity
- Lau v. Nichols
- ELL programs and services, including
  - sheltered content instruction
  - structured English immersion
  - ELD (ESL) instruction
  - primary language instruction (aka bilingual education)
  - instructional grouping strategies
- Research on programs and practices for ELLs

You will draw most heavily on readings for Week 10 (see next page), but you can use any document or note from the course. For purposes of this hypothetical exercise, assume you've memorized everything, and you are able to use the information to answer your fellow guest's questions:

1. "You have to make sure they understand what's going on in the classroom?? Isn't that a little ridiculous? If they don't understand, they should learn English. I'm for equal opportunity--give them all good instruction, and then it's up to them."
2. "Well, thank goodness for Proposition 227, in my opinion. Didn't that ban bilingual education? And isn't that a good thing?"
3. "Isn't there research out there? What does the research say about how best to education ELLs? Why don't schools just do what the research shows works? What are schools doing with these kids, anyway? It's obviously not working."
Resources:

- García et al. From English Language Learners to Emergent Bilinguals, parts 1 & 2.
- Goldenberg, "Teaching English Language Learners: What the research does—and does not—say" or "Research on English learner instruction."
- Education Week, "Spotlight On ELL Assessment & Teaching" … the first ("Research Hones Focus on ELLs") and last ("The Best of Students, the Worst of Students") articles only.
- Hakuta, "Key Policy Milestones and Directions in the Education of English Language Learners."
- Zehr, "Under Federal Pressure, District Addresses ELLs."
- Burnham-Massey, "Legal Foundations of Programs for English Learners."
- NCELA, "What Legal Obligations Do Schools Have to ELLs?"

**Guidelines for your responses and scoring of assignment:**

Your response should be about 2-3 single-spaced pages. You may work in groups, but everyone must turn in his/her own paper. Please be sure to proofread (or have someone else proofread) for readability, grammar, spelling, etc. Papers with excessive typos and other errors will be returned.

<table>
<thead>
<tr>
<th>Evaluation Criteria:</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurately articulates what is legally incorrect about the questioner's premise (&quot;give them all good instruction, and then it's up to them&quot;) in Q1. Response may include disagreement or independent opinion about the legal framework for educating ELLs, but it must be factually correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately responds to statements about Prop. 227's banning bilingual education and whether that is &quot;a good thing&quot; in Q2. Response may include independent opinions, but it must be factually correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately responds to state of the research about effective practices for ELLs in Q3; articulates accurate information about what schools are doing to help ELLs succeed and a plausible perspective on degree to which school practices are successful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes accurate and specific use of each element identified in the assignment; each element is specifically named (&quot;Purpose of programs for ELLs,&quot; etc.).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Praxis is the process by which a theory, lesson, or skill is enacted, practiced, embodied, or realised. "Praxis" may also refer to the act of engaging, applying, exercised, realizing, or practicing ideas. (Wikipedia)

This assignment provides an opportunity for you to practice and get feedback on planning and including language development elements (specifically for ELLs) in your lessons. Promoting students’ academic language is an aspect of PACT. Your PACT teaching event will be scored using a scheme with 12 rubrics. Rubrics 11 and 12 are about Academic Language (11: Understanding Language Demands; and 12: Supporting Academic Language Development).

Part A – Context

Write a paragraph that describes the context of your class. Begin with a description of your students, including their strengths, language abilities, and backgrounds. Focus this description on the aspects of your context that you think you need to take into account when planning this lesson. Then describe where this particular lesson fits into the overall unit plan, and how the content and language objectives relate to other lessons. Finally, include any other background information that will help the reader understand the instructional decisions in your lesson.

Part B - Lesson with Annotations

Select a single (45- to 90-minute) lesson that you will “fortify” with elements of instruction and assessment designed to (1) make the academic content comprehensible for ELs and (2) promote the learning of academic language.

Use whatever lesson plan format you are using in your C&I class, and then annotate the lesson using the “comments” feature of MS WORD. The annotations will focus on extra thought put into addressing the language and content demands of students who might struggle in your class due to limited English proficiency.

Part C – Commentary

Write an approximately 1-2 page commentary, in which you explain how this lesson is a good example of the practical application of the strategies and theories that you have learned in our class. You can choose to separate the commentary into separate sections that focus on the content and the language (parts 1 and 2 from above), or you can combine them or organize in whatever way works for you.

Describe how your lesson elements maintain rigor and grade level learning as they concurrently provide necessary support of language, literacy, and/or thinking development. This is a chance for you to share what you have learned in this class and how you have applied it to your content area. The commentary can also include questions or uncertainties you had as you were planning the lesson.

Source References: You should include parenthetical citations, referencing the source of the ideas that you used in your lesson. You can include these either in the annotations (see sample), or in the commentary, or both. The references should be broad, at least including ideas from the two major texts of the class, as well as any other materials we have used. Feel free to use “SIOP” and “Kagan” rather to reference those supplemental materials.

(See back for Evaluation criteria)
EVALUATION CRITERIA

- Context includes information about specific students in your class, focusing on information that was important to you as you considered their strengths and needs in planning the lesson.

- Context includes information about how this lesson fits into the broader scope of the course and how the objectives of this lesson build upon or introduce other content and language objectives.

- Lesson includes effective and logical sequence of activities that scaffold learning of grade level concepts and the language needed for the tasks.

- Annotations show insights into how teacher is addressing diverse language and content needs, building on student strengths and backgrounds.

- Commentary shows how teacher incorporated the issues discussed in class into an effective lesson plan, and shows understanding of scaffolding, academic language, formative assessment, and second-language literacy issues.

- Commentary addresses both goals of (1) making the academic content comprehensible for ELs and (2) promoting the learning of academic language.

- Either Annotations or Commentary (or both) includes multiple parenthetical citations that reference specific pages of Zweirs, Coehlo, and others as sources of the information for the decisions made in this lesson.
Assignment #3: 2nd Teaching Assignment

Annotated Lesson Plan

**Praxis** is the process by which a theory, lesson, or skill is enacted, practiced, embodied, or realised. "Praxis" may also refer to the act of engaging, applying, exercising, realizing, or practicing ideas. (Wikipedia)

This assignment provides an opportunity for you to practice and get feedback on planning and including language development elements (specifically for ELLs) in your lessons. Promoting students’ academic language is an aspect of PACT. Your PACT teaching event will be scored using a scheme with 12 rubrics. Rubrics 11 and 12 are about Academic Language (11: Understanding Language Demands; and 12: Supporting Academic Language Development).

**Part A – Context**

Write a paragraph that describes the context of your class. Begin with a description of your students, including their strengths, language abilities, and backgrounds. Focus this description on the aspects of your context that you think you need to take into account when planning this lesson. Then describe where this particular lesson fits into the overall unit plan, and how the content and language objectives relate to other lessons. Finally, include any other background information that will help the reader understand the instructional decisions in your lesson.

**Part B - Lesson with Annotations**

Select a single (45- to 90-minute) lesson that you will “fortify” with elements of instruction and assessment designed to (1) make the academic content comprehensible for ELs and (2) promote the learning of academic language.

Use whatever lesson plan format you are using in your C&I class, and then annotate the lesson using the “comments” feature of MS WORD. The annotations will focus on extra thought put into addressing the language and content demands of students who might struggle in your class due to limited English proficiency.

**Part C – Commentary**

Write an approximately 1-2 page commentary, in which you explain how this lesson is a good example of the practical application of the strategies and theories that you have learned in our class. You can choose to separate the commentary into separate sections that focus on the content and the language (parts 1 and 2 from above), or you can combine them or organize in whatever way works for you.

Describe how your lesson elements maintain rigor and grade level learning as they concurrently provide necessary support of language, literacy, and/or thinking development. This is a chance for you to share what you have learned in this class and how you have applied it to your content area. The commentary can also include questions or uncertainties you had as you were planning the lesson.

Source References: You should include parenthetical citations, referencing the source of the ideas that you used in your lesson. You can include these either in the annotations (see sample), or in the commentary, or both. The references should be broad, at least including ideas from the two major texts of the class, as well as any other materials we have used. Feel free to use “SIOP” and “Kagan” rather to reference those supplemental materials.

(See back for Evaluation criteria)
EVALUATION CRITERIA

❑ Context includes information about specific students in your class, focusing on information that was important to you as you considered their strengths and needs in planning the lesson.

❑ Context includes information about how this lesson fits into the broader scope of the course and how the objectives of this lesson build upon or introduce other content and language objectives.

❑ Lesson includes effective and logical sequence of activities that scaffold learning of grade level concepts and the language needed for the tasks.

❑ Annotations show insights into how teacher is addressing diverse language and content needs, building on student strengths and backgrounds.

❑ Commentary shows how teacher incorporated the issues discussed in class into an effective lesson plan, and shows understanding of scaffolding, academic language, formative assessment, and second-language literacy issues.

❑ Commentary addresses both goals of (1) making the academic content comprehensible for ELs and (2) promoting the learning of academic language.

❑ Either Annotations or Commentary (or both) includes multiple parenthetical citations that reference specific pages of Zweirs, Coehlo, and others as sources of the information for the decisions made in this lesson.
Assignment #1: Oral Proficiency Interview  
History Section Addendum

Please refer to the general course assignment for overall structure, example questions, the rubric, and other tips.

**Significant Changes for the History Section**

1. **Comparative Interview of English Only Student for Part II and/or III of the Interview**– The reflection will ask you to compare your interview subject to how a native English speaker might have done. Your previous classroom experience will allow you to do that for Part I of the interview, but Parts II and III are new assessments for us, so you will have no experience with which to compare. Take 5-10 minutes to ask the Part II and/or Part III questions to a native-English speaker of the same age as your interview subject in order to compare the two responses using objective and accurate data.  

2. **Written transcripts for all or part of your interview**– The act of transcribing a tape will help you analyze the student’s words with accuracy and detail. You don’t need to transcribe the entire interview, but you will need to include accurate direct quotes in the reflection. Please attach any transcript that you create, whether you use the quotes or not.

**Additional Tips to Avoid My Mistakes**

**Before the Interview:**

- practice asking questions and follow-up questions with someone you know to get comfortable.  
- Rehearse the story-telling part so that you give a good example for the student to follow.  
- Review the Oral Interview Rubric to identify how each level of questions should reveal proficiency.  
- Make sure you know how to work the recorder to get a loud and clear voice from your student.

**During the Interview:**

- Listen carefully in order to ask follow-up questions and make smooth transitions between the levels.  
- When the student reaches “language breakdown,” move to a new topic at a lower level and repeat process.  
- Start Part II (Listen and Reproduce Sentences) at the lowest level, even if the student is at a higher level. Before Part III, explain that the task is to tell the story in their words, not to memorize and repeat your story.

**Written Requirements:**

**Report (20%)**

1. A brief description of your student and why you chose to interview her/him  
2. A description of the preparation for the interview and why you chose the questions you chose

**Support Materials (20%)**

1. The interview questions and other planning materials  
2. Transcript of all or part of the interview.  

**Reflection: (60%)**

Answer each of these questions with depth and thoroughness, using detailed and accurate quotes as evidence.  

**Questions about your student:**

- Using the Oral Language Interview Rubric, what level would you rate the student in each column?  
- What does this student need to work on (with respect to English) in order to succeed at your school?  
- How did the native speaker of the same age perform on the same “assessment” items?  
- What did this comparative analysis tell you about your student’s English proficiency?

**Questions about the process:**

- Reflect on your own performance as an interviewer and assessor. What worked well? What should you try to improve next time?  
- What is your opinion on the validity and appropriate use of each of the different parts of the assessment?  
- How does this assessment compare to the CELDT’s oral language assessment?  
- What questions remain for you about assessing language proficiency?
Assignment #1:
Assessing English language proficiency

(NO: Please see “History Section Addendum” for revisions to this assignment!)
This assignment involves a face-to-face meeting with an ELL student. Plan the activities and watch the clock so that you are able to limit that meeting to about 30 minutes. Keep in mind that one of your tasks is to find a ceiling for your student: in order to accurately assess their level, you need to know what they cannot do. However, you should always end the meeting on a positive note, finishing with a positive evaluation, small talk and a friendly interaction.

I. Speaking
• Follow the examples and prepare different levels of question strategies for an interview. Have a 10 to 15-minute conversation with an ELL student (~ “Level 2 or 3”). Start out with Level 1 questions and spiral up through various topics to the Level 2 and/or Advanced level, to get to a point where you see breakdown. Try to lead students into an academic topic of a recent or current unit in a course they are taking, in order to make the interaction more academic and real. Be sure to have them ask you some questions, either in the scenarios or earlier in the interview.
• Select a scenario (from the CELDT, samples below the rubric, or something created in your section) that is just above the level you think the student might be in order to confirm that they are not solid at this higher level.
• Record the interview and analyze, using the Oral Language Interview Rubric.

II. Listen to and Reproduce Sentences
• Create/choose a range of sentences for an ELL student, starting with ones that you think will be easy for them, extending up to a long sentence that would be difficult for them. Explain the process, say a sentence ONLY ONCE, and have them repeat it back. Record and analyze errors.

III. Listen & Retell a Story
• Tell a story with a set of 4 pictures and have the student retell. (Samples can come from CELDT or be created in sections.) Record and analyze. If you have time do two different types of “story” and compare (narrative, science process, history event, math problem, etc.)

IV. Read & Retell (Optional)
• Have students read a story for a limited time. Remove the story and have them retell the story and/or answer multiple-choice questions or short-answer questions.

V. Writing (Optional)
• Choose a writing sample or two from a class, or...
• give an age appropriate prompt and have them write about it (from CELDT or created in section)

Written Reflection: STEP Candidates will write a reflection that includes conclusions about the student’s levels and recommendations for the language assessment we all are developing.
- What level would you rate your student? Give evidence.
- What does this student need to work on with respect to English?
- What appeared to be valid about this assessment and what didn’t?
- How do you think a native speaker of the same age would have done in a similar assessment? Give examples of tasks in each activity type that you think a native speaker would have had trouble with.
- Reflect on your own performance as an interviewer and assessor. What worked well? What should you try to improve next time?
- Briefly compare this assessment to the CELDT’s oral language assessment approach.
## Oral Language Interview Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Use of Content and Academic Language (Functions)</th>
<th>Accuracy (Forms)</th>
<th>Discourse type and complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Elaborate, synthesize, argue, and support opinions; manages formal, technical, and specialized topics; negotiates linguistically unfamiliar situations</td>
<td>Very few, if any, errors in vocabulary, pronunciation, grammar, and nonverbal communication.</td>
<td>Use well-organized ideas; extended discourse; a variety of sentences</td>
</tr>
<tr>
<td>3</td>
<td>Describe and narrate with proper story elements (characters, settings, events, sequence markers); manage unanticipated challenges and most informal topics of general interest.</td>
<td>Some obvious errors, but utterances are understandable by native speakers unaccustomed to dealing with non-native speakers.</td>
<td>Use coherent paragraphs to describe ideas</td>
</tr>
<tr>
<td>2</td>
<td>Initiate and maintain conversations, ask and answer questions on familiar topics.</td>
<td>A wide range of errors, but understood, with some repetition by speakers accustomed to dealing with non-native speakers.</td>
<td>Use complete sentences</td>
</tr>
<tr>
<td>1</td>
<td>Communicate minimally with basic words and stock phrases.</td>
<td>Multiple errors that make it difficult to understand, even for a sympathetic listener.</td>
<td>Use words and phrases</td>
</tr>
</tbody>
</table>

### Example interview prompts
- **Level 4**
  - What’s your opinion of the ratings system for TV shows? What do you think are the benefits and drawbacks of such a ratings system? Whose responsibility is it to check on whether parents are enforcing these ratings? The school’s? The federal government?
- **Level 3**
  - Could you tell me about what happened when ________?
  - How does life there compare to life here?
  - Earlier you said that you had ________. What was that like?
  - Could you tell me a story about ____________?
  - What is your favorite movie? What happened in it?
- **Level 2**
  - What do you like to do for fun? Why do you like ________?
  - Please tell me more about ________.
  - What are you learning in school?
  - Can you tell me about the kind of things you help with at home?
- **Level 1**
  - What classes do you have? What time does ________ begin?
  - How do you get to school? Bus, car, walking?
  - Tell me about your family.
  - What do you like to do?

### Example scenarios (at end of interview)
- **Level 4**
  - You are a school principal and need to decide if your school will become a year-round school with no summer break. Discuss the positives and negatives with me (I am a teacher who disagrees) and take a stand supporting your preference for keeping a long summer break or going to a year-round system.
- **Level 3**
  - You missed an important exam and you have made an appointment with me, the teacher. Explain what happened and try to arrange for a make-up exam.
- **Level 2**
  - I am your neighbor who is going away on vacation and I asked you to take care of things while I am gone. Ask me four or five questions to find out and clarify what you need to know.
  - You are left alone in a room with a friend’s grandparent. I am the grandparent. Make polite conversation with me while you wait for your friend.
Elicited Imitation of Sentences

5 common structures (Based on work by Lance Gentile), from difficult to simple

Two phrases or clauses linked by an adverb showing time, place, manner
(when, where, how, whenever),

- When she had finished writing the poem, she finished her tea and left the house.
- We all wondered how the play was going to end.

Two phrases or clauses linked by a relative pronoun
(who, what, that, which)

- I want to read the novel that the teacher recommended to us last week.
- The novel’s many symbols, which are clear to me, are confusing to most new readers.

Two phrases or clauses linked by a conjunction
(because, and, so, if, while, but, however)

- Because the plot was so complicated, I was confused early on in the story.
- The poem teaches us to be generous, even though its author was greedy.

Expanded statements that use prepositions
(with, at, around, under, in, on, etc.)

- The author began the story with a quotation.
- At the bottom of page 12 there is a powerful metaphor.

Simple

- I comprehend the story.
- The main character found a secret book.

Additional resource: See http://actflproficiencyguidelines2012.org/speaking# for video examples of English learners (all adults) at different levels of English proficiency.
Summer Mathematics Reflection

This summer you have observed many examples of teaching in your school placement at Sunnyvale Middle School and in class in C&I. You have apprenticed at teaching and you have worked on math problems with your peers in ways we hope you will engage your own students. You have read materials to challenge your thinking and have discussed ideas with your peers.

How have these experiences shaped your view of mathematics and mathematics teaching? Have you experienced cognitive dissonance? If so, when and why? Have you watched examples of teaching or learned ideas that made you uncomfortable? If so, why? Has anything particularly resonated with you?

Please reflect on what you have learned in the summer, and your thinking about the activities in which you have engaged. Tell us about anything that has moved you or had a strong impression – in any particular way. We are happy for you to choose whether to go into depth on one or a few experiences or look across a much wider group of experiences. It might be useful to reflect on your Math History, but this is up to you.

This assignment should be no longer than 5 pages (double-spaced, 12-point font, 1” margins). Remember that we are interested in the depth and thoroughness of your reflection.
The STEP Steering Committee serves the functions of an area committee in support of Stanford’s Teacher Education Program.

The STEP Steering Committee has the power to approve or reject recommendations relating to:

- course additions and deletions
- appointment of lecturers
- admissions policies
- fellowship policies
- research involving STEP teacher candidates and alumni
- other major policies brought forward by STEP directors or the dean.

The STEP Steering Committee meets once a quarter. Members are appointed by the dean of the Graduate School of Education and include a chair and at least one faculty member affiliated primarily with the elementary program and at least one faculty member affiliated primarily with the secondary program. The STEP Secondary Director, STEP Elementary Director, and STEP Director of Clinical Work also serve on the STEP Steering Committee. In addition, the STEP Directors will choose one elementary candidate and one secondary candidate to provide student feedback to the committee.
Learning Segment Assignment
Due Thursday, 3/14 by 9 am (digital package to Coursework)

Description of the Assignment:

An important part of teaching involves planning lesson sequences, enabling students to engage with mathematics in different ways and to build careful conceptual connections over time. To plan effective lesson segments you will need to think carefully about published curriculum, adapting materials to fit the needs of students that you teach and, at times, you may design new activities. For this assignment you will be preparing a learning segment, drawing on what you have learned throughout the year about the teaching and learning of mathematics. The activities within your learning segment could include those you have designed from scratch, activities and materials that your school already uses, and/or other published materials. An important activity for you is to choose activities carefully and, where appropriate, to adapt them to meet the particular needs of your students and your own teaching goals.

In the spirit of backwards design, we will go through the process of establishing learning objectives, designing assessments, and then finally planning learning activities to help students reach those objectives and show evidence of this on the assessments.

You will be sharing components of your learning segment with us and we will also be asking you to review some work of your colleague's and give feedback. We hope that you will teach these learning segments in your placement classroom during the Spring quarter, so try to choose material that you are likely to be teaching between late March and early May. Because it is difficult to plan for "students" in the abstract, we ask that you plan this learning segment for your primary placement class.

What is a Learning Segment?

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts, skills and practices, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

Learning segments are a way of organizing instruction into coherent “chunks” that make explicit connections across individual lessons. The plan for the learning segment provides a guide for teachers as they do their daily lesson planning and for students as they try to see the connections among class activities and assignments. Effective learning segments can provide scaffolding for student learning by building upon students' growing knowledge, skills, and understanding. By starting with learning goals in mind, teachers can better prepare students to meet those goals.

You will plan a learning segment of approximately 4-5 hours of instruction, spanning at least 3 different lessons that is designed to develop students’ mathematical knowledge by developing a balance of conceptual understanding, procedural fluency, and mathematical reasoning. It should also foster positive student dispositions toward mathematics. The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content.
Your learning segment can be organized around specific mathematical concepts (e.g., similarity; symmetry); practices (e.g., modeling; justification); objects (e.g., conics; transformations); or ideas or applications that integrate concepts across content areas (e.g., packaging boxes; patterns & tessellations). Although some learning segments are primarily skill-based, we ask you to build a learning segment that integrates a balance of conceptual development, engagement in mathematical practices, and development of skills. Whatever the focus of your learning segment, we expect you to identify the “big ideas” students will be able to investigate as they work through it.

**Learning Segment Assessment**

We will assess your learning segment using a set of rubrics along the following dimensions:

- Selecting a central focus
- Unpacking the central focus
- Assessment and rationale
- Learning activities and rationale
- Mathematics and language demands
- Quality of writing
- Timeliness

Drafts of different components of the Learning Segment Assignment will be due throughout the quarter to provide additional structure to the assignment and to give you the opportunity to ask questions and receive feedback from your peers and from us. In addition, feedback on your plan from your cooperating teacher and/or supervisor will be invaluable, since they have local knowledge of your students and school.

On the following pages, we have listed all deadlines for drafts and the final assignment.

**Check-in Meetings**

You will meet with one of the instructors to check in about your learning segment during weeks 2 or 3 of the course. Sign-up times will be provided in class.
# Learning Segment Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet with CT to discuss the following, and submit notes summarizing your discussion: 1. What is the possible content of the learning segment? 2. Where does this content fall within the broader curriculum (i.e. what units come before and after)? 3. When it will take place? 4. Are there any non-negotiables (e.g. curriculum, assessments you must use, etc.)? 5. What resources already exist and/or have been used in the past to teach this content?</td>
<td>Week 2, Tuesday, 1/15 9 am</td>
</tr>
<tr>
<td>Turn in: Notes with answers to all five questions</td>
<td></td>
</tr>
<tr>
<td>2. Concept map of central focus</td>
<td>Week 3, Tuesday, 1/22 9 am</td>
</tr>
<tr>
<td>Turn in: link to or pdf of concept map</td>
<td></td>
</tr>
<tr>
<td>3. Learning segment objectives and rationale 1. Information about students’ prior learning opportunities 2. Central focus of the learning segment 3. Rationale for central focus 4. Prioritized learning objectives 5. Links to the Common Core Content and Practice Standards (Include the CA state standards if relevant to your context)</td>
<td>Week 4, Tuesday, 1/29 9 am</td>
</tr>
<tr>
<td>Turn in: Narrative addressing all five bullets</td>
<td></td>
</tr>
<tr>
<td>4. Culminating assessment and rubric 1. Develop an individual assessment that occurs after your learning segment that addresses your learning objectives 2. Develop a rubric to use with your assessment to assess student learning on your learning objectives</td>
<td>Week 5, Tuesday, 2/5 9 am</td>
</tr>
<tr>
<td>Turn in: Assessment with solutions and rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning segment calendar – see below for details</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Turn in: Learning segment calendar for each day of your learning segment</td>
</tr>
<tr>
<td>5</td>
<td>Elaborated lesson plan</td>
</tr>
<tr>
<td></td>
<td>Turn in: Elaborated lesson plan for 90 minutes of instruction</td>
</tr>
<tr>
<td>6</td>
<td>Math task debriefs</td>
</tr>
<tr>
<td></td>
<td>Turn in: Math task debriefs for each problem or task students will solve during the learning activities described in your elaborated lesson plan</td>
</tr>
<tr>
<td>7</td>
<td>Commentary</td>
</tr>
<tr>
<td></td>
<td>Turn in: Written responses to all commentary prompts</td>
</tr>
<tr>
<td>8</td>
<td>Final completed learning segment</td>
</tr>
<tr>
<td></td>
<td>Turn in: one digital document including components 2-8</td>
</tr>
</tbody>
</table>

**Component 1: Meeting with your CT**

This discussion will help you narrow down the timing and focus of your learning segment. First, you should share details about this assignment with your CT, including the parameters of time and the importance of including learning opportunities for conceptual understanding, procedural fluency, and mathematical reasoning.

Make sure to discuss the following questions:

1. What is the possible content of the learning segment?
2. Where does this content fall within the broader curriculum (i.e. what units come before and after)?
3. When it will take place?
4. Are there any non-negotiables (e.g. curriculum, assessments you *must* use, etc.)?
5. What resources already exist and/or have been used in the past to teach this content?

Following the meeting, submit your notes to your Coursework dropbox.

The reality of teaching is that the content of your learning segment might change due to circumstances out of your control. Given this, you should be in continual contact with your CT about how this project is progressing.
Component 2: Concept map of central focus
Creating a concept map will help you explore how the mathematical topics in your learning segment are interrelated.
1. Explore the mathematical terrain by finding and solving multiple math tasks
2. Build on part 1 to generate a list of concepts, procedures, and practices related to the mathematical terrain
3. Organize and connect the concepts, procedures, and practices in a concept map

Component 3: Learning segment objectives and rationale
This task requires you to specify your learning objectives and rationale for them in narrative form. You will address the following topics:
1. Information about students’ prior learning opportunities
   This should be approximately one paragraph on context describing the learning opportunities that will preceded your learning segment.

2. Central focus of the learning segment
   This asks you to specify the big idea that students are working in your learning segment, and unpack the essential questions. Be sure to address how this builds on students’ prior learning opportunities.

3. Rationale for central focus
   Give a rationale for your choice of learning focus, beyond its inclusion in the standards. Basically, you are answering the question, “Why is this important for students to learn?”

4. Prioritized learning objectives
   a. What are the assessable and multi-dimensional mathematics learning objectives for your learning segment?
      (multi-dimensional includes concepts, procedures, mathematical practices, and positive disposition)
   b. What are the assessable and multi-dimensional academic language learning objectives for your learning segment?
      (multi-dimensional includes vocabulary, syntax, idioms, and peer communication demands)

5. Links to the Common Core Content and Practice Standards (Include the CA state standards if relevant to your context)
   Your learning goals should relate to both content and practice standards. This can be a bulleted list.
Component 4: Culminating assessment and rubric
For this component, you will draft the culminating assessment and rubric you will use to evaluate student learning. You should also include full solutions for all problems or tasks on your assessment.

Important assessment notes:
- Your culminating assessment needs to be individual.
- It does not need to address all of you learning objectives, but it needs to provide opportunities for students to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning.
- The assessment does not need to be lengthy.
- This assessment will be completed directly after your learning segment, not as one of your lessons.

The rubric should capture a range of student understanding. It should reflect ranges of proficiency on conceptual understanding, procedural fluency, and mathematical reasoning. It should connect clearly to your learning objectives.
Component 5: Learning segment calendar

A learning segment calendar should be detailed enough so that another teacher could follow the intent of your learning segment but not detailed enough to qualify as daily lesson plans. The calendar should:

- Identify the course and grade level you are teaching.
- Include the length of each period you teach
- Identify the learning goals/topics addressed each day
- Identify possible activities for each lesson
- Identify two possible teacher questions to be used at some point in the lesson
- Identify how you will incorporate formative assessment throughout the lessons (exit ticket, journal prompt, class work, presentations, etc.)
- Designate topic(s) and structure of homework assignments
- Include the use of technology in one segment of a lesson

A learning segment calendar might also:

- Include specific tasks descriptions and/or discussion or journal prompts
- Note references for supplemental texts and materials

Questions to ask yourself as you design the calendar (these do not need to be answered in writing):

1. How will I make sure all the learning goals are addressed?
2. What scaffolding do I need to provide for the culminating assessment(s)?
3. What is the most logical order in which to sequence the learning activities? Do the earlier activities cover material necessary for later ones?
4. Have I provided multiple opportunities for students to build an understanding of the big ideas in the learning segment, as well as opportunities for them to practice essential skills?
5. How will I build upon homework assignments in subsequent instruction?
6. Have I built in sufficient opportunities to assess student progress towards my learning goals?
7. How will I maintain both coherence and variety within the learning segment? (For example, doing a journal entry every day will feel too repetitive to students, but having a random assortment of activities from day to day will feel disjointed.)
Sample **daily** entry for a learning segment calendar:

<table>
<thead>
<tr>
<th>Monday, 60 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics/Learning Goals:</strong></td>
</tr>
<tr>
<td>- Students can identify what they will study in this learning segment, and note guiding questions about proportional growth and similar figures.</td>
</tr>
<tr>
<td>- Students correctly dilate figures manually on coordinate plane</td>
</tr>
<tr>
<td>- Students explore characteristics of similar polygons and conjecture that similar polygons have equal angles and side lengths that are in proportion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole-Class Launch:</strong></td>
</tr>
<tr>
<td>“You’re blowing this all out of proportion!” On computer manipulate a photo so that it does and does not retain its proportions); informally discuss idea of images having the “same proportions”, similar figures and dilations. Introduce guiding questions.</td>
</tr>
</tbody>
</table>

| Teacher models dilating polygon on coordinate plane. |

| **Group Exploration:** |
| Dilating figures by different *scale factors*. Conjectures about what remains the same and what changes under the dilation. Teacher “checkpoint”: make sure students have dilated correctly and press for conjectures about side lengths and angles. |

| Whole class discussion: |
| Students present dilated shapes on overheads. |
| Share observations about figures that have been dilated. Press for conjectures about side lengths and angles. Informally define *similar* figures. |

| **Exit Slip/Pre-assessment:** |
| - What do you know about similar figures? |
| - Which of these shapes (give four shapes) do you think is *not* similar to the other three? How can you tell? |
| - What questions do you have about similar figures? |

| **Homework:** |
| Dilate a “C” (whole number, 1, and fraction scale factor). Calculate dimensions, area, and perimeter of original and dilated. |
Component 6: Elaborated lesson plan
You should submit a detailed lesson plan (or two detailed lesson plans) for approximately 90 minutes of instruction - either one block period or two consecutive 45-minute periods.

The lessons you choose should develop students' procedural fluency, conceptual understanding, mathematical reasoning, and productive disposition.

Your plan(s) should include learning goals, participation structures, mathematical tasks, assessments, timings, and materials, and should demonstrate your understanding of a range of instructional strategies. It should also include details about your use of formative assessment.

You should provide enough detail in your plans for other teachers to follow exactly what you and your students will be doing in class.

Include a note about where your materials come from (directly from an outside source, adapted from an outside source, developed yourself). If you have made adaptations, write a sentence noting the rationale for your changes.

We will provide a range of lesson planning templates for you to choose from.
Component 7: Math task debriefs
Using a math debrief format, you need to solve all student math tasks that are included in your elaborated lesson plan. Anticipate possible correct student solution strategies, as well as possible errors, misconceptions, and challenges. You can use the template below:

<table>
<thead>
<tr>
<th>How did you solve the task? (Include details such as diagrams, tables, calculations, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some alternative solution strategies you anticipate might surface?</td>
</tr>
<tr>
<td>What are some potential challenges, misconceptions, or errors you anticipate might surface?</td>
</tr>
<tr>
<td>What issues around academic language might surface in this task? Consider both productive and receptive modalities.</td>
</tr>
<tr>
<td>1. Vocabulary</td>
</tr>
<tr>
<td>2. Syntax</td>
</tr>
<tr>
<td>3. Idioms</td>
</tr>
<tr>
<td>4. Peer communication demands</td>
</tr>
</tbody>
</table>

You can either type up your solutions or submit scans of handwritten work.

Component 8: Commentary
Please respond to the following prompts, including the prompt in the text:

1. How do key learning tasks in your learning segment build on each other to support student procedural fluency, conceptual understanding, mathematical reasoning, positive dispositions toward mathematics, and the development of 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.

2. Discuss how you will draw out and address anticipated misconceptions and common errors through your learning segment.

3. Explain how the collection of assessments (both formative and summative) from your plan allows you to evaluate your students’ learning of specific student standards/objectives and provide feedback to students on their learning.
Number Talk Assignment

What to do:

1. Planning: Decide who among you does which number talk so that your students have the number talks in this order:
   - Dot card talk (attached)
   - $6 \times 7$ (“Pretend like you don’t know; or, “What if you didn’t know – how could you figure this out?”)
   - $8 \times 15$
   - $12 \times 15$ (if they had several methods for $8 \times 15$); $6 \times 25$ if they didn’t.

2. Fill in the planning sheet in detail (legibly, please!)
   - Anticipated student responses
   - A list of possible questions you will use to probe student thinking
   - Ways of recording solutions to reflect what the student is thinking
   - How you will address issues that might arise

3. As soon as you do the number talk, write a quick “memo,” jotting down your thoughts and reactions. This is not a formal reflection – it is just a way to capture your thoughts immediately afterwards.

4. Observe your partner’s number talk, taking detailed notes using the Classroom Observation Form.

5. Your partner is there to help you reflect on your experience, so find a time to meet as soon as you can to discuss it together.

6. Write a formal reflection of the experience you had in your number talk.

7. On Thursday, bring to class hard copies of the following:
   - Your plan
   - Your memo
   - Your partner’s observation notes
   - Your reflection of what happened (typed, double-spaced).
Tips and Suggestions

1. Some ideas for questions
   - “Who has an answer/strategy they are willing to share?”
   - “Who has a different answer?”
   - “Who would like to defend one of the answers?” “__________, which answer would you like to defend?”
   - “Who can explain ______’s strategy in your own words?”
   - “So, Julia, it sounds like your strategy is similar to Charlotte’s. She did \[x\] while you did \[y\].”
   - “Who can explain why Sabrina [multiplied by 2]?”

Don’t forget: we are not showing kids how to do anything.

If you don’t know what a student is doing or you don’t think this method is going anywhere, you can say, “I am still thinking about your method and I will get back to you later about it.”

2. Slippery Slopes:
   - Be careful not to put words into a student’s mouth; as hard as it may be, elicit his or her thinking by waiting and/or probing.
   - Be careful not to “help” students by doing their thinking for them – even though it is what they will expect you to do.
   - “Great answer!” “Right.” “Good.” “Awesome.” (We will talk more about praise in future C&I classes.)

3. When recording, be sure not to violate the equals sign! e.g, \[10 \times 3 = 30 + 6 = 36\]
   - Don’t be in a rush to use \[3 \cdot 5\] or \[3(5)\] instead of \[3 \times 5\]. Symbolic notation can interfere with thinking. Use these more sophisticated symbols only when you are sure that your class is comfortable with them.
   - Similarly, don’t be in a rush to introduce grouping symbols; e.g., for \[6 \times 12\], if a student says, “6 times 10 is 60 and 6 times 2 is twelve; 60 plus 12 is 72,” don’t record it (yet) like this:
     \[6 \times 12 = 6 \times (10 + 2) = (6 \times 10) + (6 \times 2) = 60 + 12 = 72\]

[Note: Symbolic notation (operations symbols, grouping symbols, \(m\) for slope, etc.) is an example of what Piaget called “social knowledge.” These symbols are socially agreed-upon, not “constructed” in the mind of the learner through the understanding of mathematical relationships. Quantities and mathematical relationships what we are developing in number talks; increasingly sophisticated notation can come later.]
Learning Segment Rubric

Unpacking the Central Focus: Components 2 & 3

<table>
<thead>
<tr>
<th>Central Focus Rubric</th>
<th>Meets/Exceeds Standards</th>
<th>Approaching Standards</th>
<th>Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mapping the mathematical terrain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 2: Concept map</td>
<td>Concept map represents all key concepts, procedures and practices related to the terrain and highlights important connections between the key mathematical ideas.</td>
<td>Concept map represents most key concepts, procedures and practices related to the terrain, but may be missing some ideas or connections.</td>
<td>Concept map represents some concepts, procedures or practices related to the terrain, but misses some central ideas.</td>
</tr>
<tr>
<td>Central focus rationale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 3: Central focus (Prompts 1-3)</td>
<td>Well-articulated rationale that goes beyond standards, assessments, and next year’s math class. AND Central focus clearly builds on students’ relevant prior learning opportunities.</td>
<td>Well-articulated rationale that goes beyond standards, assessments, and next year’s math class. OR Central focus clearly builds on students’ relevant prior learning opportunities.</td>
<td>Rationale does not justify relevance of central focus beyond standards, assessments, and next year’s math class. AND Central focus does not build on students’ relevant prior learning opportunities.</td>
</tr>
<tr>
<td>Math Learning Objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 3: Central focus (Prompt 4)</td>
<td>The learning objectives are specific AND include goals for students to develop along several strands of mathematical proficiency.</td>
<td>The learning objectives are specific OR include goals for students to develop along several strands of mathematical proficiency.</td>
<td>The learning objectives are not specific enough AND the goals for student learning focus only on one strand of proficiency.</td>
</tr>
<tr>
<td>Academic Language Learning Objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 3: Central focus (Prompt 4)</td>
<td>The learning objectives are specific AND include goals for students to develop along multiple dimensions of academic language proficiency.</td>
<td>The learning objectives are specific OR include goals for students to develop along multiple dimensions of academic language proficiency.</td>
<td>The learning objectives are not specific enough AND the goals for student learning focus only on one strand of academic language proficiency.</td>
</tr>
</tbody>
</table>

Component 3 includes links to Common Core Content AND Practice Standards
Assessment and rationale: Components 4, 6, & 8

<table>
<thead>
<tr>
<th>Assessment Rubric</th>
<th>Meets/Exceeds Standards</th>
<th>Approaching Standards</th>
<th>Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culminating Assessment</strong></td>
<td>The assessment allows students to show depth of understanding and skill with respect to the relevant learning objectives.</td>
<td>It is not clear that the assessment of one or more objectives go beyond surface-level understandings.</td>
<td>There is a significant mismatch between the assessment and the relevant learning objectives being assessed.</td>
</tr>
<tr>
<td>Component 4 Commentary 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td>The rubric accounts for different levels of student proficiency with respect to the relevant learning objectives.</td>
<td>The rubric accounts for some differentiation of levels of student proficiency with respect to the relevant learning objectives.</td>
<td>The rubric focuses only on identifying correct and incorrect student work.</td>
</tr>
<tr>
<td>Component 4 Commentary 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formative Assessment</strong></td>
<td>Plans include rich opportunities for formative assessment and clearly indicate how these formative assessments will inform instruction and learning.</td>
<td>Plans include some opportunities for formative assessment, but it is not clear how they will inform instruction and learning.</td>
<td>Little or no opportunities for formative assessment are included in the plans.</td>
</tr>
<tr>
<td>Component 6 Commentary 2 &amp; 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Learning activities and rationale: Components 5, 6 & 8

<table>
<thead>
<tr>
<th>Learning Activities Rubric</th>
<th>Meets/Exceeds Standards</th>
<th>Approaching Standards</th>
<th>Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of Learning Activities and Objectives Components 5 &amp; 6</td>
<td>The learning activities provide rich opportunities for students to develop along the learning objectives.</td>
<td>The learning activities provide some opportunities for students to develop along the learning objectives.</td>
<td>The lesson plans include a significant mismatch between the learning objectives and the learning activities.</td>
</tr>
<tr>
<td>Learning Activities Components 5, 6 &amp; 8</td>
<td>Learning activities focus on multiple dimensions of mathematics learning through clear connections among computations/procedures, concepts, and reasoning/problem solving strategies.</td>
<td>The learning activities have an overall focus that is primarily one-dimensional (e.g., procedural or conceptual). This focus includes vague connections among computations/procedures, concepts, and reasoning/problem solving strategies.</td>
<td>The learning activities either have no central focus or a one-dimensional focus (e.g., all procedural or all conceptual).</td>
</tr>
<tr>
<td>Instructional Strategies Components 5, 6 &amp; 8</td>
<td>The plans include varied instructional strategies, which are supported by appropriate rationale.</td>
<td>The plans include multiple instructional strategies, but the rationale for the choice of each strategy is not clear.</td>
<td>The plans include only a single instructional strategy (e.g. only lecture or only individual work)</td>
</tr>
<tr>
<td>Coordination of Learning Activities and Assessment Components 4, 5, 6 &amp; 8</td>
<td>The learning activities provide rich opportunities for students to learn the material on which they will be assessed.</td>
<td>The learning activities provide some opportunities for students to learn the material on which they will be assessed.</td>
<td>The learning activities provide limited opportunities for students to learn the material on which they will be assessed.</td>
</tr>
</tbody>
</table>
### Mathematics and language demands: Component 7

<table>
<thead>
<tr>
<th>Math and Language Demands Rubric</th>
<th>Meets/Exceeds Standards</th>
<th>Approaching Standards</th>
<th>Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anticipating Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 7: Math debrief</td>
<td>Each task includes a full math debrief (your solution strategy, correct student strategies, errors/misconceptions/challenges)</td>
<td>Math task debriefs are partial OR Not all tasks include a debrief OR Math task debriefs include small mathematical errors.</td>
<td>Math task debriefs are not included. OR Math task debriefs include little useful information or significant mathematical errors.</td>
</tr>
<tr>
<td><strong>Anticipating Language Demands</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 7: Language demands debrief</td>
<td>Each task includes a full language demands debrief (vocabulary, syntax, idioms, peer communication demands)</td>
<td>Language debriefs are partial OR Not all tasks include a language debrief</td>
<td>Language debriefs are not included. OR Language debriefs include little useful information.</td>
</tr>
</tbody>
</table>

### Quality of writing: All components

<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>Meets/Exceeds Standards</th>
<th>Approaching Standards</th>
<th>Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Well-written</strong> – employ the polished, edited writing of a professional educator (i.e. don’t simply respond in bullet points, proof-read, use respectful language)</td>
<td>The writing is well-structured, easy to read, grammatically correct, and uses language respectful of students and teacher.</td>
<td>The writing is mostly well-structured, easy to read, grammatically correct, and uses language respectful of students and teacher.</td>
<td>The writing in the reflection needs substantial work before it approaches the polished writing of a professional educator.</td>
</tr>
</tbody>
</table>

### Timeliness and Completeness: All components

- All drafts of components and final project submitted on time.
Journal Assignment

This journal reflection is intended to help you form a habit of thinking “regularly, thoroughly, and systematically” about mathematics teaching and learning. Your journal is intended to be the documentation of a continuous cycle of inquiry: questions, observations, conjectures, more questions, etc. Your assignment is to choose the most interesting (to you) and compelling issue that you’re currently grappling with in your placement.

Write at least 2-3 paragraphs reporting on or discussing this issue.

Please upload this to Coursework before class on
Assessment for Learning Assignment

Choose an area of mathematics that you or your CT will be teaching in the weeks ahead. Choose an area that is mathematically rich, for which students need to develop understandings of the mathematics.

Design an assessment that incorporates the principles of A4L. The essential features of this assessment include:

Communicating to students:
  • What they need to be learning
  • Where they are now
  • Ways to close the gap between the two places – this last piece can be in your teaching.

The assessment needs to be ‘formative’ that is it needs to inform your teaching and the students’ learning.

Your assessment could take place over one or more lessons. Conduct your assessment with at least 10 students. Assessing the whole class is fine.

The class readings, especially “Working inside the Black Box” (week 7) will give you lots of ideas of A4L strategies, such as self and peer assessment.

In your assignment.

1. Describe the mathematics that the students need to be learning, considering the content and the practices that are being taught. Link the mathematics to the common core standards. Be specific about your learning goals for students.

2. Describe your design of the A4L assessment, explaining why you chose the different features. NOTE: Please include the assessment itself in an appendix to your paper.

3. Consider the assessment as it occurred in practice and analyze the students’ response to it. Please make sure to reference specific evidence from student work samples. You can include selections of student work embedded in your analysis. Make sure to analyze any patterns you notice.

4. Did the assessments help students learn? Why or why not? Explain how the students used the feedback they received, if they did.

5. Did they help you or your CT teach? Why or why not?

6. What are the advantages and disadvantages of A4L compared to more traditional assessments?

7. If you were to implement A4L again, what changes if any, would you make to the strategies you used?

8. In what ways has this assignment helped you develop as a teacher? How might it inform how you use assessment in the future?
Summer Mathematics Reflection

This summer you have observed many examples of teaching in your school placement at Sunnyvale Middle School and in class in C&I. You have apprenticed at teaching and you have worked on math problems with your peers in ways we hope you will engage your own students. You have read materials to challenge your thinking and have discussed ideas with your peers.

How have these experiences shaped your view of mathematics and mathematics teaching? Have you experienced cognitive dissonance? If so, when and why? Have you watched examples of teaching or learned ideas that made you uncomfortable? If so, why? Has anything particularly resonated with you?

Please reflect on what you have learned in the summer, and your thinking about the activities in which you have engaged. Tell us about anything that has moved you or had a strong impression – in any particular way. We are happy for you to choose whether to go into depth on one or a few experiences or look across a much wider group of experiences. It might be useful to reflect on your Math History, but this is up to you.

This assignment should be no longer than 5 pages (double-spaced, 12-point font, 1” margins). Remember that we are interested in the depth and thoroughness of your reflection.


Classroom Norms Assignment

When you begin teaching this fall, you should keep a teaching journal in which you reflect on each day’s lesson. You should continue these reflections throughout the school year, but it is especially important at the beginning of the school year to keep a record of the work you and your cooperating teacher do to establish a particular culture in your mathematics classroom.

Both your first Practicum log and your first C&I assignment of the fall quarter will stem from this teaching journal. For Practicum, you will focus primarily on the management rules and norms of your classroom; for C&I, we would like you to focus on the socio-mathematical norms. That is, we want you to focus on the norms in your classroom that are specifically mathematical – how is mathematics presented to students? What mathematical roles are they expected to play? The ideas in the assignment are drawn from "Discourse That Promotes Conceptual Understanding" by Kazemi as well as from other readings (Boaler) from the summer quarter. Pay particular attention to how the Standards for Mathematical Practice are addressed.

During the first three weeks of school, take notes on the mathematical culture being established in your classroom, considering the following questions:

- What are students learning in this classroom about what doing mathematics is all about?
- What does it mean in this classroom to be “good at mathematics”?
- What socio-mathematical norms are valued? How are they established?
- Which mathematical practices are encouraged? How?
- What role do students play in this classroom? How does the teacher communicate students’ roles? Are there different roles for different students?
- What role does the teacher play in this classroom?
- What role does the teacher play in establishing the norms? What role does the curriculum play?

In answering these questions, consider:

- The teachers’ questions, instructions, and feedback to students
- Opportunities provided for communication, collaboration, etc.
- The mathematical tasks, and opportunities provided for representation, problem-solving, making connections, etc.
- The role of competition and praise

Socio-mathematical norms can be both explicit and implicit. In your notes, attend both to norms that you and your cooperating teacher are trying to establish, which you may even talk about explicitly, and norms that become established without your meaning them to.

II. Analysis.

For the Classroom Norms Assignment, you do not need to turn in your teaching journal. Instead, we would like you to summarize what you noticed from the first 3 weeks of class. Include details – what did you or your cooperating teacher say or do to try to establish a particular norm. What evidence do you have evidence that certain norms are in fact being established?
Summer Mathematics Reflection

This summer you have observed many examples of teaching in your school placement at Sunnyvale Middle School and in class in C&I. You have apprenticed at teaching and you have worked on math problems with your peers in ways we hope you will engage your own students. You have read materials to challenge your thinking and have discussed ideas with your peers.

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Journal Assignment

This journal reflection is intended to help you form a habit of thinking “regularly, thoroughly, and systematically” about mathematics teaching and learning. Your journal is intended to be the documentation of a continuous cycle of inquiry: questions, observations, conjectures, more questions, etc. Your assignment is to choose the most interesting (to you) and compelling issue that you’re currently grappling with in your placement.

Write at least 2-3 paragraphs reporting on or discussing this issue.

Please upload this to Coursework before class on
### Learning Segment Rubric

#### Unpacking the Central Focus: Components 2 & 3

<table>
<thead>
<tr>
<th>Central Focus Rubric</th>
<th>Meets/Exceeds Standards</th>
<th>Approaching Standards</th>
<th>Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mapping the mathematical terrain</strong></td>
<td>Concept map represents all key concepts, procedures and practices related to the terrain and highlights important connections between the key mathematical ideas.</td>
<td>Concept map represents most key concepts, procedures and practices related to the terrain, but may be missing some ideas or connections.</td>
<td>Concept map represents some concepts, procedures or practices related to the terrain, but misses some central ideas.</td>
</tr>
<tr>
<td>Component 2: Concept map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Central focus rationale</strong></td>
<td>Well-articulated rationale that goes beyond standards, assessments, and next year’s math class. AND Central focus clearly builds on students’ relevant prior learning opportunities.</td>
<td>Well-articulated rationale that goes beyond standards, assessments, and next year’s math class. OR Central focus clearly builds on students’ relevant prior learning opportunities.</td>
<td>Rationale does not justify relevance of central focus beyond standards, assessments, and next year’s math class. AND Central focus does not build on students’ relevant prior learning opportunities.</td>
</tr>
<tr>
<td>Component 3: Central focus (Prompts 1-3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math Learning Objectives</strong></td>
<td>The learning objectives are specific AND include goals for students to develop along several strands of mathematical proficiency.</td>
<td>The learning objectives are specific OR include goals for students to develop along several strands of mathematical proficiency.</td>
<td>The learning objectives are not specific enough AND the goals for student learning focus only on one strand of proficiency.</td>
</tr>
<tr>
<td>Component 3: Central focus (Prompt 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Language Learning Objectives</strong></td>
<td>The learning objectives are specific AND include goals for students to develop along multiple dimensions of academic language proficiency</td>
<td>The learning objectives are specific OR include goals for students to develop along multiple dimensions of academic language proficiency</td>
<td>The learning objectives are not specific enough AND the goals for student learning focus only on one strand of academic language proficiency.</td>
</tr>
<tr>
<td>Component 3: Central focus (Prompt 4)</td>
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<td></td>
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</tbody>
</table>

☐ Component 3 includes links to Common Core Content AND Practice Standards
Number Talk Assignment

What to do:

1. Planning: Decide who among you does which number talk so that your students have the number talks in this order:
   - Dot card talk (attached)
   - 6 x 7 (“Pretend like you don’t know; or, “What if you didn’t know – how could you figure this out?”)
   - 8 x 15
   - 12 x 15 (if they had several methods for 8 x 15); 6 x 25 if they didn’t.

2. Fill in the planning sheet in detail (legibly, please!)
   - Anticipated student responses
   - A list of possible questions you will use to probe student thinking
   - Ways of recording solutions to reflect what the student is thinking
   - How you will address issues that might arise

3. As soon as you do the number talk, write a quick “memo,” jotting down your thoughts and reactions. This is not a formal reflection – it is just a way to capture your thoughts immediately afterwards.

4. Observe your partner’s number talk, taking detailed notes using the Classroom Observation Form.

5. Your partner is there to help you reflect on your experience, so find a time to meet as soon as you can to discuss it together.

6. Write a formal reflection of the experience you had in your number talk.

7. On Thursday, bring to class hard copies of the following:
   - Your plan
   - Your memo
   - Your partner’s observation notes
   - Your reflection of what happened (typed, double-spaced).
Learning Segment Assignment

Due Thursday, 3/14 by 9 am (digital package to Coursework)

Description of the Assignment:

An important part of teaching involves planning lesson sequences, enabling students to engage with mathematics in different ways and to build careful conceptual connections over time. To plan effective lesson segments you will need to think carefully about published curriculum, adapting materials to fit the needs of students that you teach and, at times, you may design new activities. For this assignment you will be preparing a learning segment, drawing on what you have learned throughout the year about the teaching and learning of mathematics. The activities within your learning segment could include those you have designed from scratch, activities and materials that your school already uses, and/or other published materials. An important activity for you is to choose activities carefully and, where appropriate, to adapt them to meet the particular needs of your students and your own teaching goals.

In the spirit of backwards design, we will go through the process of establishing learning objectives, designing assessments, and then finally planning learning activities to help students reach those objectives and show evidence of this on the assessments.

You will be sharing components of your learning segment with us and we will also be asking you to review some work of your colleague's and give feedback. We hope that you will teach these learning segments in your placement classroom during the Spring quarter, so try to choose material that you are likely to be teaching between late March and early May. Because it is difficult to plan for "students" in the abstract, we ask that you plan this learning segment for your primary placement class.

What is a Learning Segment?

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts, skills and practices, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

Learning segments are a way of organizing instruction into coherent “chunks” that make explicit connections across individual lessons. The plan for the learning segment provides a guide for teachers as they do their daily lesson planning and for students as they try to see the connections among class activities and assignments. Effective learning segments can provide scaffolding for student learning by building upon students' growing knowledge, skills, and understanding. By starting with learning goals in mind, teachers can better prepare students to meet those goals.

You will plan a learning segment of approximately 4-5 hours of instruction, spanning at least 3 different lessons that is designed to develop students’ mathematical knowledge by developing a balance of conceptual understanding, procedural fluency, and mathematical reasoning. It should also foster positive student dispositions toward mathematics. The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content.
Classroom Norms Assignment

When you begin teaching this fall, you should keep a teaching journal in which you reflect on each day’s lesson. You should continue these reflections throughout the school year, but it is especially important at the beginning of the school year to keep a record of the work you and your cooperating teacher do to establish a particular culture in your mathematics classroom.

Both your first Practicum log and your first C&I assignment of the fall quarter will stem from this teaching journal. For Practicum, you will focus primarily on the management rules and norms of your classroom; for C&I, we would like you to focus on the socio-mathematical norms. That is, we want you to focus on the norms in your classroom that are specifically mathematical – how is mathematics presented to students? What mathematical roles are they expected to play? The ideas in the assignment are drawn from "Discourse That Promotes Conceptual Understanding" by Kazemi as well as from other readings (Boaler) from the summer quarter. Pay particular attention to how the Standards for Mathematical Practice are addressed.

During the first three weeks of school, take notes on the mathematical culture being established in your classroom, considering the following questions:

- What are students learning in this classroom about what doing mathematics is all about?
- What does it mean in this classroom to be “good at mathematics”?
- What socio-mathematical norms are valued? How are they established?
- Which mathematical practices are encouraged? How?
- What role do students play in this classroom? How does the teacher communicate students’ roles? Are there different roles for different students?
- What role does the teacher play in this classroom?
- What role does the teacher play in establishing the norms? What role does the curriculum play?

In answering these questions, consider:

- The teachers’ questions, instructions, and feedback to students
- Opportunities provided for communication, collaboration, etc.
- The mathematical tasks, and opportunities provided for representation, problem-solving, making connections, etc.
- The role of competition and praise

Socio-mathematical norms can be both explicit and implicit. In your notes, attend both to norms that you and your cooperating teacher are trying to establish, which you may even talk about explicitly, and norms that become established without your meaning them to.

II. Analysis.

For the Classroom Norms Assignment, you do not need to turn in your teaching journal. Instead, we would like you to summarize what you noticed from the first 3 weeks of class. Include details – what did you or your cooperating teacher say or do to try to establish a particular norm. What evidence do you have evidence that certain norms are in fact being established?
This summer you have observed many examples of teaching in your school placement at Sunnyvale Middle School and in class in C&I. You have apprenticed at teaching and you have worked on math problems with your peers in ways we hope you will engage your own students. You have read materials to challenge your thinking and have discussed ideas with your peers.

How have these experiences shaped your view of mathematics and mathematics teaching? Have you experienced cognitive dissonance? If so, when and why? Have you watched examples of teaching or learned ideas that made you uncomfortable? If so, why? Has anything particularly resonated with you?

Please reflect on what you have learned in the summer, and your thinking about the activities in which you have engaged. Tell us about anything that has moved you or had a strong impression – in any particular way. We are happy for you to choose whether to go into depth on one or a few experiences or look across a much wider group of experiences. It might be useful to reflect on your Math History, but this is up to you.

This assignment should be no longer than 5 pages (double-spaced, 12-point font, 1” margins). Remember that we are interested in the depth and thoroughness of your reflection.
Next year you will have your own classroom. Discuss the norms you would like to establish in your classroom. How will you go about establishing them? What will be the same or different from what you are seeing in your placement? Explain.

Your analysis should be approximately 3000 words. It is due in class on the 2nd C & I class this fall. As with all your work for C & I this year, you will have the opportunity to resubmit the assignment if you want to improve it for a higher grade.
Your learning segment can be organized around specific mathematical concepts (e.g., similarity; symmetry); practices (e.g., modeling; justification); objects (e.g., conics; transformations); or ideas or applications that integrate concepts across content areas (e.g., packaging boxes; patterns & tessellations). Although some learning segments are primarily skill-based, we ask you to build a learning segment that integrates a balance of conceptual development, engagement in mathematical practices, and development of skills. Whatever the focus of your learning segment, we expect you to identify the “big ideas” students will be able to investigate as they work through it.

Learning Segment Assessment

We will assess your learning segment using a set of rubrics along the following dimensions:

- Selecting a central focus
- Unpacking the central focus
- Assessment and rationale
- Learning activities and rationale
- Mathematics and language demands
- Quality of writing
- Timeliness

Drafts of different components of the Learning Segment Assignment will be due throughout the quarter to provide additional structure to the assignment and to give you the opportunity to ask questions and receive feedback from your peers and from us. In addition, feedback on your plan from your cooperating teacher and/or supervisor will be invaluable, since they have local knowledge of your students and school.

On the following pages, we have listed all deadlines for drafts and the final assignment.

Check-in Meetings

You will meet with one of the instructors to check in about your learning segment during weeks 2 or 3 of the course. Sign-up times will be provided in class.
### Learning Segment Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1. Meet with CT to discuss the following, and submit notes summarizing your discussion:  
   1. What is the possible content of the learning segment?  
   2. Where does this content fall within the broader curriculum (i.e. what units come before and after)?  
   3. When will it take place?  
   4. Are there any non-negotiables (e.g. curriculum, assessments you must use, etc.)?  
   5. What resources already exist and/or have been used in the past to teach this content? | Week 2  
Tuesday, 1/15  
9 am |
| Turn in: Notes with answers to all five questions | |
| 2. Concept map of central focus | Week 3  
Tuesday, 1/22  
9 am |
| Turn in: link to or pdf of concept map | |
| 3. Learning segment objectives and rationale  
   1. Information about students' prior learning opportunities  
   2. Central focus of the learning segment  
   3. Rationale for central focus  
   4. Prioritized learning objectives  
   5. Links to the Common Core Content and Practice Standards (Include the CA state standards if relevant to your context) | Week 4  
Tuesday, 1/29  
9 am |
| Turn in: Narrative addressing all five bullets | |
| 4. Culminating assessment and rubric  
   1. Develop an individual assessment that occurs after your learning segment that addresses your learning objectives  
   2. Develop a rubric to use with your assessment to assess student learning on your learning objectives | Week 5  
Tuesday, 2/5  
9 am |
<p>| Turn in: Assessment with solutions and rubric | |</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Learning segment calendar – see below for details</td>
<td>Week 6, Tuesday, 2/12 9 am</td>
</tr>
<tr>
<td></td>
<td>Turn in: Learning segment calendar for each day of your learning segment</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Elaborated lesson plan</td>
<td>Week 7, Tuesday, 2/19 9 am</td>
</tr>
<tr>
<td></td>
<td>Turn in: Elaborated lesson plan for 90 minutes of instruction</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Math task debriefs</td>
<td>Week 8, Tuesday, 2/26 9 am</td>
</tr>
<tr>
<td></td>
<td>Turn in: Math task debriefs for each problem or task students will solve during the learning activities described in your elaborated lesson plan</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Commentary</td>
<td>Week 9, Tuesday, 3/5 9 am</td>
</tr>
<tr>
<td></td>
<td>Turn in: Written responses to all commentary prompts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final completed learning segment</td>
<td>Week 10, Thursday, 3/14 9 am</td>
</tr>
<tr>
<td></td>
<td>Turn in: one digital document including components 2-8</td>
<td></td>
</tr>
</tbody>
</table>

**Component 1: Meeting with your CT**

This discussion will help you narrow down the timing and focus of your learning segment. First, you should share details about this assignment with your CT, including the parameters of time and the importance of including learning opportunities for conceptual understanding, procedural fluency, and mathematical reasoning.

Make sure to discuss the following questions:
1. What is the possible content of the learning segment?
2. Where does this content fall within the broader curriculum (i.e. what units come before and after)?
3. When will it take place?
4. Are there any non-negotiables (e.g. curriculum, assessments you *must* use, etc.)?
5. What resources already exist and/or have been used in the past to teach this content?

Following the meeting, submit your notes to your Coursework dropbox.

The reality of teaching is that the content of your learning segment might change due to circumstances out of your control. Given this, you should be in continual contact with your CT about how this project is progressing.
Component 2: Concept map of central focus
Creating a concept map will help you explore how the mathematical topics in your learning segment are interrelated.
   1. Explore the mathematical terrain by finding and solving multiple math tasks
   2. Build on part 1 to generate a list of concepts, procedures, and practices related to the mathematical terrain
   3. Organize and connect the concepts, procedures, and practices in a concept map

Component 3: Learning segment objectives and rationale
This task requires you to specify your learning objectives and rationale for them in narrative form. You will address the following topics:
   1. Information about students’ prior learning opportunities
      This should be approximately one paragraph on context describing the learning opportunities that will preceded your learning segment.

   2. Central focus of the learning segment
      This asks you to specify the big idea that students are working in your learning segment, and unpack the essential questions. Be sure to address how this builds on students’ prior learning opportunities.

   3. Rationale for central focus
      Give a rationale for your choice of learning focus, beyond its inclusion in the standards. Basically, you are answering the question, “Why is this important for students to learn?”

   4. Prioritized learning objectives
      a. What are the assessable and multi-dimensional mathematics learning objectives for your learning segment?
         (multi-dimensional includes concepts, procedures, mathematical practices, and positive disposition)
      b. What are the assessable and multi-dimensional academic language learning objectives for your learning segment?
         (multi-dimensional includes vocabulary, syntax, idioms, and peer communication demands)

   5. Links to the Common Core Content and Practice Standards (Include the CA state standards if relevant to your context)
      Your learning goals should relate to both content and practice standards. This can be a bulleted list.
Component 4: Culminating assessment and rubric
For this component, you will draft the culminating assessment and rubric you will use to evaluate student learning. You should also include full solutions for all problems or tasks on your assessment.

Important assessment notes:
- Your culminating assessment needs to be individual.
- It does not need to address all of your learning objectives, but it needs to provide opportunities for students to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning.
- The assessment does not need to be lengthy.
- This assessment will be completed directly after your learning segment, not as one of your lessons.

The rubric should capture a range of student understanding. It should reflect ranges of proficiency on conceptual understanding, procedural fluency, and mathematical reasoning. It should connect clearly to your learning objectives.
Component 5: Learning segment calendar
A learning segment calendar should be detailed enough so that another teacher could follow the intent of your learning segment but not detailed enough to qualify as daily lesson plans. The calendar should:

- Identify the course and grade level you are teaching.
- Include the length of each period you teach
- Identify the learning goals/topics addressed each day
- Identify possible activities for each lesson
- Identify two possible teacher questions to be used at some point in the lesson
- Identify how you will incorporate formative assessment throughout the lessons (exit ticket, journal prompt, class work, presentations, etc.)
- Designate topic(s) and structure of homework assignments
- Include the use of technology in one segment of a lesson

A learning segment calendar might also:

- Include specific tasks descriptions and/or discussion or journal prompts
- Note references for supplemental texts and materials

Questions to ask yourself as you design the calendar (these do not need to be answered in writing):
1. How will I make sure all the learning goals are addressed?
2. What scaffolding do I need to provide for the culminating assessment(s)?
3. What is the most logical order in which to sequence the learning activities? Do the earlier activities cover material necessary for later ones?
4. Have I provided multiple opportunities for students to build an understanding of the big ideas in the learning segment, as well as opportunities for them to practice essential skills?
5. How will I build upon homework assignments in subsequent instruction?
6. Have I built in sufficient opportunities to assess student progress towards my learning goals?
7. How will I maintain both coherence and variety within the learning segment? (For example, doing a journal entry every day will feel too repetitive to students, but having a random assortment of activities from day to day will feel disjointed.)
Sample **daily** entry for a learning segment calendar:

<table>
<thead>
<tr>
<th>Monday, 60 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics/Learning Goals:</strong></td>
</tr>
<tr>
<td>- Students can identify what they will study in this learning segment, and note guiding questions about proportional growth and similar figures.</td>
</tr>
<tr>
<td>- Students correctly dilate figures manually on coordinate plane</td>
</tr>
<tr>
<td>- Students explore characteristics of similar polygons and conjecture that similar polygons have equal angles and side lengths that are in proportion</td>
</tr>
</tbody>
</table>

**Activities:**

Whole-Class Launch:
“You’re blowing this all out of proportion!” On computer manipulate a photo so that it does and does not retain its proportions); informally discuss idea of images having the “same proportions”, similar figures and dilations. Introduce guiding questions.

Teacher models dilating polygon on coordinate plane.

Group Exploration:
Dilating figures by different *scale factors*. Conjectures about what remains the same and what changes under the dilation. Teacher “checkpoint”: make sure students have dilated correctly and press for conjectures about side lengths and angles.

Whole class discussion:
Students present dilated shapes on overheads. Share observations about figures that have been dilated. Press for conjectures about side lengths and angles. Informally define *similar* figures.

Exit Slip/Pre-assessment:
- What do you know about similar figures?
- Which of these shapes (give four shapes) do you think is *not* similar to the other three? How can you tell?
- What questions do you have about similar figures?

**Homework:**
Dilate a “C” (whole number, 1, and fraction scale factor). Calculate dimensions, area, and perimeter of original and dilated.
Component 6: Elaborated lesson plan
You should submit a detailed lesson plan (or two detailed lesson plans) for approximately 90 minutes of instruction - either one block period or two consecutive 45-minute periods.

The lessons you choose should develop students' procedural fluency, conceptual understanding, mathematical reasoning, and productive disposition.

Your plan(s) should include learning goals, participation structures, mathematical tasks, assessments, timings, and materials, and should demonstrate your understanding of a range of instructional strategies. It should also include details about your use of formative assessment.

You should provide enough detail in your plans for other teachers to follow exactly what you and your students will be doing in class.

Include a note about where your materials come from (directly from an outside source, adapted from an outside source, developed yourself). If you have made adaptations, write a sentence noting the rationale for your changes.

We will provide a range of lesson planning templates for you to choose from.
**Component 7: Math task debriefs**
Using a math debrief format, you need to solve all student math tasks that are included in your elaborated lesson plan. Anticipate possible correct student solution strategies, as well as possible errors, misconceptions, and challenges. You can use the template below:

<table>
<thead>
<tr>
<th>How did you solve the task? (Include details such as diagrams, tables, calculations, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some alternative solution strategies you anticipate might surface?</td>
</tr>
<tr>
<td>What are some potential challenges, misconceptions, or errors you anticipate might surface?</td>
</tr>
<tr>
<td>What issues around academic language might surface in this task? Consider both productive and receptive modalities.</td>
</tr>
<tr>
<td>1. Vocabulary</td>
</tr>
<tr>
<td>2. Syntax</td>
</tr>
<tr>
<td>3. Idioms</td>
</tr>
<tr>
<td>4. Peer communication demands</td>
</tr>
</tbody>
</table>

You can either type up your solutions or submit scans of handwritten work.

**Component 8: Commentary**
Please respond to the following prompts, including the prompt in the text:

1. How do key learning tasks in your learning segment build on each other to support student procedural fluency, conceptual understanding, mathematical reasoning, positive dispositions toward mathematics, and the development of 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.

2. Discuss how you will draw out and address anticipated misconceptions and common errors through your learning segment.

3. Explain how the collection of assessments (both formative and summative) from your plan allows you to evaluate your students’ learning of specific student standards/objectives and provide feedback to students on their learning.
Tips and Suggestions

1. Some ideas for questions
   - “Who has an answer/strategy they are willing to share?”
   - “Who has a different answer?”
   - “Who would like to defend one of the answers?” “__________, which answer would you like to defend?”
   - “Who can explain ______’s strategy in your own words?”
   - “So, Julia, it sounds like your strategy is similar to Charlotte’s. She did [x] while you did [y].”
   - “Who can explain why Sabrina [multiplied by 2]?”

Don’t forget: we are not showing kids how to do anything.

If you don’t know what a student is doing or you don’t think this method is going anywhere, you can say, “I am still thinking about your method and I will get back to you later about it.”

2. Slippery Slopes:
   - Be careful not to put words into a student’s mouth; as hard as it may be, elicit his or her thinking by waiting and/or probing.
   - Be careful not to “help” students by doing their thinking for them – even though it is what they will expect you to do.
   - “Great answer!” “Right.” “Good.” “Awesome.” (We will talk more about praise in future C&I classes.)

3. When recording, be sure not to violate the equals sign! e.g., 10 x 3 = 30 + 6 = 36
   - Don’t be in a rush to use 3 • 5 or 3(5) instead of 3 x 5. Symbolic notation can interfere with thinking. Use these more sophisticated symbols only when you are sure that your class is comfortable with them.
   - Similarly, don’t be in a rush to introduce grouping symbols; e.g., for 6 x 12, if a student says, “6 times 10 is 60 and 6 times 2 is twelve; 60 plus 12 is 72,” don’t record it (yet) like this:
     \[ 6 \times 12 = 6 \times (10 + 2) = (6 \times 10) + (6 \times 2) = 60 + 12 = 72 \]

[Note: Symbolic notation (operations symbols, grouping symbols, m for slope, etc.) is an example of what Piaget called “social knowledge.” These symbols are socially agreed-upon, not “constructed” in the mind of the learner through the understanding of mathematical relationships. Quantities and mathematical relationships what we are developing in number talks; increasingly sophisticated notation can come later.]
## Assessment and rationale: Components 4, 6, & 8

<table>
<thead>
<tr>
<th>Assessment Rubric</th>
<th>Meets/Exceeds Standards</th>
<th>Approaching Standards</th>
<th>Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culminating Assessment</strong> Component 4 Commentary 3</td>
<td>The assessment allows students to show depth of understanding and skill with respect to the relevant learning objectives.</td>
<td>It is not clear that the assessment of one or more objectives go beyond surface-level understandings.</td>
<td>There is a significant mismatch between the assessment and the relevant learning objectives being assessed.</td>
</tr>
<tr>
<td><strong>Rubric</strong> Component 4 Commentary 3</td>
<td>The rubric accounts for different levels of student proficiency with respect to the relevant learning objectives.</td>
<td>The rubric accounts for some differentiation of levels of student proficiency with respect to the relevant learning objectives.</td>
<td>The rubric focuses only on identifying correct and incorrect student work.</td>
</tr>
<tr>
<td><strong>Formative Assessment</strong> Component 6 Commentary 2 &amp; 3</td>
<td>Plans include rich opportunities for formative assessment and clearly indicate how these formative assessments will inform instruction and learning.</td>
<td>Plans include some opportunities for formative assessment, but it is not clear how they will inform instruction and learning.</td>
<td>Little or no opportunities for formative assessment are included in the plans.</td>
</tr>
</tbody>
</table>
### Learning activities and rationale: Components 5, 6 & 8

<table>
<thead>
<tr>
<th>Learning Activities Rubric</th>
<th>Meets/Exceeds Standards</th>
<th>Approaching Standards</th>
<th>Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coordination of Learning Activities and Objectives</strong> Components 5 &amp; 6</td>
<td>The learning activities provide rich opportunities for students to develop along the learning objectives.</td>
<td>The learning activities provide some opportunities for students to develop along the learning objectives.</td>
<td>The lesson plans include a significant mismatch between the learning objectives and the learning activities.</td>
</tr>
<tr>
<td><strong>Learning Activities</strong> Components 5, 6 &amp; 8</td>
<td>Learning activities focus on multiple dimensions of mathematics learning through clear connections among computations/procedures, concepts, and reasoning/problem solving strategies.</td>
<td>The learning activities have an overall focus that is primarily one-dimensional (e.g., procedural or conceptual). This focus includes vague connections among computations/procedures, concepts, and reasoning/problem solving strategies.</td>
<td>The learning activities either have no central focus or a one-dimensional focus (e.g., all procedural or all conceptual).</td>
</tr>
<tr>
<td><strong>Instructional Strategies</strong> Components 5, 6 &amp; 8</td>
<td>The plans include varied instructional strategies, which are supported by appropriate rationale.</td>
<td>The plans include multiple instructional strategies, but the rationale for the choice of each strategy is not clear.</td>
<td>The plans include only a single instructional strategy (e.g. only lecture or only individual work)</td>
</tr>
<tr>
<td><strong>Coordination of Learning Activities and Assessment</strong> Components 4, 5, 6 &amp; 8</td>
<td>The learning activities provide rich opportunities for students to learn the material on which they will be assessed.</td>
<td>The learning activities provide some opportunities for students to learn the material on which they will be assessed.</td>
<td>The learning activities provide limited opportunities for students to learn the material on which they will be assessed.</td>
</tr>
</tbody>
</table>
Mathematics and language demands: Component 7

<table>
<thead>
<tr>
<th>Math and Language Demands Rubric</th>
<th>Meets/Exceeds Standards</th>
<th>Approaching Standards</th>
<th>Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anticipating Mathematics</strong></td>
<td>Each task includes a full math debrief (your solution strategy, correct student strategies, errors/misconceptions/challenges)</td>
<td>Math task debriefs are partial OR Not all tasks include a debrief OR Math task debriefs include small mathematical errors.</td>
<td>Math task debriefs are not included. OR Math task debriefs include little useful information or significant mathematical errors.</td>
</tr>
<tr>
<td>Component 7: Math debrief</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Anticipating Language Demands</strong></td>
<td>Each task includes a full language demands debrief (vocabulary, syntax, idioms, peer communication demands)</td>
<td>Language debriefs are partial OR Not all tasks include a language debrief</td>
<td>Language debriefs are not included. OR Language debriefs include little useful information.</td>
</tr>
<tr>
<td>Component 7: Language demands debrief</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quality of writing: All components

<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>Meets/Exceeds Standards</th>
<th>Approaching Standards</th>
<th>Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Well-written</strong> – employ the polished, edited writing of a professional educator (i.e. don’t simply respond in bullet points, proof-read, use respectful language)</td>
<td>The writing is well-structured, easy to read, grammatically correct, and uses language respectful of students and teacher.</td>
<td>The writing is mostly well-structured, easy to read, grammatically correct, and uses language respectful of students and teacher.</td>
<td>The writing in the reflection needs substantial work before it approaches the polished writing of a professional educator.</td>
</tr>
</tbody>
</table>

Timeliness and Completeness: All components

☐ All drafts of components and final project submitted on time.
Next year you will have your own classroom. Discuss the norms you would like to establish in your classroom. How will you go about establishing them? What will be the same or different from what you are seeing in your placement? Explain.

Your analysis should be approximately 3000 words. It is due in class on the 2nd C & I class this fall. As with all your work for C & I this year, you will have the opportunity to resubmit the assignment if you want to improve it for a higher grade.
ASSESSMENT PLAN
Due: February 12

The full Assessment Plan for your unit will include the following 5 components:
1. The (revised) **culminating assignment** sheet for your unit with a **rationale**
2. The (revised) analytic **rubric** for the culminating assignment
3. The specific **grading plan** for your unit
4. A **rationale** for how you will assess student learning as it relates to your Learning Targets
5. A **letter to families** introducing the unit

By now, you have submitted the first two components, and next week you will submit these components along with drafts of the remaining pieces of your Assessment Plan, including:

### Grading Plan
Spell out the grading plan you will use for your unit, following these steps:
- List all assignments that will receive a grade of some kind. (You may decide to add new assessments to your unit.)
- Provide brief descriptions of the major and minor assignments for the unit.
- Show how each assignment will be graded (points, rubric score, letter grade, etc), and how each assignment will contribute to the student’s final grade.

### Rationale
Write a concise rationale (500-600 words) for your Assessment Plan. Explain:
- How your learning targets are reflected in the plan
- The relative weight of each learning target in the overall grade of a student
- Your philosophy of student assessment and the reasons you will be using the types of assessment and grading you have outlined

### Letter to Families
Write a one-page letter to your students’ families. In this letter, be sure to:
- Introduce the unit
- Announce the major projects and assignments
- Explain the grading policy you will use

Use Assessment Plans from previous STEP units to help you think about your draft. Bring enough hard copies of your Grading Plan draft to class so that each workshop team member can interact with and offer feedback on your work; upload one complete copy (all 5 components) to your Coursework Drop Box for your workshop facilitator.
### Essential Question (EQ):

- Record the essential question that will frame your unit. If you are debating among several versions of the question, list alternatives so that you can get some feedback about them.

### Core Text(s):

- List the key texts (including author and genre) on which your unit will build. Be sure that – in addition to your core text – you have at least 2 supplementary texts.

### Rationale:

- Include a rationale that succinctly (a few sentences per question) addresses the following:
  - Why have you selected this EQ? In what ways does it relate to the core text(s)?
  - How has your knowledge about your students influenced the EQ?
  - In what ways does the EQ meet the following criteria discussed in class?
    - *Goes to the heart of the discipline*
    - *Raises other important questions*
    - *Requires consideration of alternatives and justification of answers*
    - *Provokes and sustains student interest*
    - *Recurs naturally throughout one’s learning allowing for transfer across subjects*

### Learning Targets (LTs), Rationales, and Common Core Standards

- For each of the 5 categories below, identify 1-2 LTs for your unit (i.e., What new knowledge or skill will students develop as a result of the instruction in this unit?).
  - Reading Strategy
  - Literature
  - Writing
  - Speaking & Listening (at least 1 LT should focus on ELLs)
  - Grammar

- For each category, write a brief (one-paragraph) rationale that connects each LT with the core text and your students’ needs.

- For each LT, identify the standard(s) to which it most closely corresponds. Include the grade level and the complete text of each standard.

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* Please upload your assignment as a Word document to your Coursework Drop Box and bring 3 hardcopies to class for your workshop group.
ANALYSIS OF TEACHING
Due: March 5

This assignment asks you to analyze one of your own lessons using recent video footage from your classroom. Learning to analyze your teaching is a key part of becoming a professional educator and reflective practitioner. For this assignment, we are asking you to videotape yourself enacting one of the core practices we’ve focused on in class. Once you have recorded a lesson and identified a short segment of teaching (3-5 minutes), you will present this selection to your peers in class on March 5 and engage them in a discussion focused on questions of teaching and learning. There is no written component for this assignment.

Here are the components of this assignment:

- Identify an interactive core instructional practice that we’ve covered in C&I that you will enact with your students. Possible practices include:
  - Instructional explanations
  - Modeling
  - Explicit strategy instruction
  - Investigating student thinking
  - Facilitating whole-class discussion
  - Supporting language learners with comprehensible input and/or opportunities for language output
- Schedule and videotape this lesson.
- Review the video, and select a 3-5 minute video clip of your teaching to share with a small group within our class.
- Prepare for the in-class discussion with contextual info and 1-2 guiding questions (see Video Viewing Protocol).
- Make sure your video is cued up and ready to go.

You will be assessed based on the extent to which you:
- Select an appropriate video clip (3-5 minutes) that features a core instructional practice.
- Provide a concise summary of your teaching context, the context of the video, and the instructional practice it features.
- Frame the viewing of the video with 1-2 guiding questions.
- Respond professionally to the collegial discussion that follows the video.
- Respond in thoughtful and concrete ways on the Video Analysis Reflection (distributed in class on March 5).
Video Viewing Protocol

I. (2 min) Context

A. Provide school, classroom, and lesson background. Presenter briefly summarizes school site, class, the larger unit that contains this lesson, and the goals of this particular lesson.

Ex: “I teach at Buena Vista High School, a large, comprehensive school in Sunnyvale. I’m teaching a 9th-grade Composition and Literature course, and, in this clip, we’re focusing on the theme of survival using a variety of texts. In this lesson, the students are preparing to write a compare/contrast essay. We’re creating Venn diagrams comparing representations of survival in urban and rural areas.”

B. Introduce purpose of video clip selection. Presenter briefly summarizes (1) the core instructional practice targeted, (2) why they chose this practice, and (3) what questions viewers of the clip should consider while watching.

Ex: “The core instructional practice I’ve targeted in this clip is increasing language production among English learners because I find that, while students are comfortable speaking with partners, they are reluctant to share their ideas with the larger group. As you watch this clip, consider these questions: ____________________________?”

II. (3-5 min) Text: Video Clip

III. (10 min) Discussion: Peer Response & Analysis

Viewers discuss the clip shown, specifically addressing the core instructional practice and questions identified by the presenter. Given time, discussants may move on to discussing other aspects of the clip.

IV. (3 min) Presenter Response

Presenter responds to the question, “How have the comments of your peers helped you think about this clip and the core instructional practice it features?”
Video Analysis Reflection

Use the space below to respond to the questions using concrete evidence (e.g., moments in video clips, specific feedback you received).

1. What did you learn:
   a. From watching yourself on video?
   b. From your colleagues’ feedback?
   c. From watching your colleagues teach?

2. What did you learn specifically about the core instructional practice you targeted in your video?

3. Other thoughts?
UNIT PLAN ASSIGNMENT
Complete Draft of Unit Plan Due: February 26
Final Unit Plan Due: March 12

Description of the Assignment

A major component of learning to teach is learning to design curriculum. For this assignment, you will be designing a unit of instruction that will pull together what you have been learning about teaching English. The unit must integrate the various components of the language arts. You will be sharing these units with your colleagues, so consider your audience to be a group of knowledgeable peers. The more detailed your unit plans, the more helpful they will be to you and to your colleagues in the future. We are hoping that you will be able to teach these units (or some version of them) in your placements during the spring quarter. Because it is difficult to plan for “students” in the abstract, we ask that you plan this unit for the specific group of students that you are currently teaching.

Description of a Unit

Units are a way of organizing instruction into coherent “chunks” that make explicit connections among individual lessons and assessments. Unit plans provide a guide for teachers as they do their daily lesson planning and for students as they make connections among class activities and assignments. Units scaffold for student learning by building upon students’ developing knowledge, skills, and understandings. By starting with the learning targets in mind, teachers can better prepare students to meet those goals.

Units are typically between three and six weeks in length. They can be organized around discrete periods or genres (e.g., the Roaring Twenties, Romantic literature, autobiography, creative writing), broader themes (e.g., identity, the nature of humanity, family), or essential questions (e.g., What does the American dream look like in 2011? What role does the reinvention of self play in the American dream?). While units can focus on a single novel, strong units integrate the multiple aspects of the language arts and incorporate more than one text.

Various components of the unit will be due throughout the quarter to scaffold the assignment and to give you the opportunity to receive feedback from your peers and from us. Feedback on your plan from your cooperating teacher and/or supervisor, who have the local knowledge of your students and school, is invaluable.

Unit Plan Assessment

Your unit will be assessed using a checklist of the required components outlined in this assignment sheet and the criteria described in the directions for each unit component, which you will receive throughout the quarter.
Unit Components

I. Unit Overview, Due January 22
   A. Essential question, core text(s), and rationale
   B. Learning targets for 6 categories – Literary concept, reading strategy, writing, grammar, speaking & listening, and media/technology – with rationales for each target
   C. Links to relevant standards

II. Assessment Plan, Culminating assignment sheet & Rubric due January 29, Overall plan due February 12
   A. A rationale for how you will assess student learning as it relates to the targets you have set
   B. The specific grading plan for your unit
   C. The culminating assessment for your unit, including the assignment sheet students will receive and a rubric for how the assignment will be assessed
   D. A letter to parents introducing the unit, announcing the major projects and assignments, and explaining the grading policy you will use.

III. Unit Calendar, Due February 5
   A. The topic and learning goals for each day
   B. Possible activities or teaching strategies for the day
   C. Due dates for all unit assignments and homework
   Your calendar should demonstrate that you will incorporate a range of different instructional strategies and that you understand how to sequence and scaffold instruction.

III. Detailed Lessons, One lesson plan due February 19
   Submit at least 3 detailed daily lesson plans from your unit. These plans should be in a three-day sequence, where your instruction builds across each of the 3 days. The plans should reflect your understanding of the instructional strategies that we have discussed in class (e.g., discussions, modeling, guided practice, mini-lessons, groupwork) and should provide enough detail for other teachers to follow exactly what you and the students will be doing. They should also explicitly address how you will provide support for students who, for a variety of reasons, have difficulty with reading and writing (i.e., sheltering). You should make clear how your instructional methods facilitate all students’ achievement of your learning targets.

V. Resources and Materials
   In a “References” (APA) or “Works Cited” (MLA) section, list the primary and secondary sources for your unit, including literature, multimedia components, websites, critical material, acknowledgements, and special activities and/or handouts you have used in the construction of your unit.

VI. Reflection
   Write a reflective letter to your readers (your audience includes other teachers as well as us) that addresses what you have learned about unit planning through this assignment. How have your ideas about curriculum planning developed? What do you hope readers will see in your work? What do you feel are the strengths and weaknesses of this unit plan? What was most helpful to you in planning this unit?
FINAL UNIT PLAN CHECKLIST

Your unit plan is due at the beginning of class March 12. Please organize your unit plans in a binder in the following sequence. Use this checklist to ensure the completeness of your final plan.

I. Unit Overview
   - Essential question, core text(s), and rationale
   - Learning Targets for 5 categories with rationales for each target
   - Links to the Common Core Standards

II. Unit Calendar and Three Lesson Plans
   - The topic and learning goals for each day
   - Activities, teaching strategies, and HW for each day
   - Due dates for all unit assignments and homework
   - 3 detailed lesson plans from your unit, including a rationale, LTs, procedure, etc.
   - Any handouts or supplementary materials relating to lesson plans

III. Assessment Plan
   - The culminating assignment sheet and rationale
   - The analytic rubric for this assignment
   - The specific grading plan for your unit
   - A rationale for how you will assess student learning as it relates to your LTs
   - A letter to parents introducing the unit, announcing the major projects and assignments, and explaining the grading policy you will use

IV. Resources and Materials
   - In a “References” (APA) or “Works Cited” (MLA) section, list the primary and secondary sources for your unit, including literature, multimedia components, websites, critical material, acknowledgements, and special activities and/or handouts you have used in the construction of your unit.

V. Reflective Letter
   - Write a reflective letter to your readers (your audience includes other teachers as well as us) that addresses what you have learned about unit planning through this assignment. How have your ideas about curriculum planning developed? What do you hope readers will see in your work? What do you feel are the strengths and weaknesses of this unit plan? What was most helpful to you in planning this unit?

VI. Unit Plan Cover Page
   - Top off your final unit plan binder with a page that includes the EQ, the core text, your name, the date, and an image that represents this unit.

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UNIT PLAN DRAFT CHECKLIST

Your unit plan draft (parts I-III) is due February 26; the final unit plan (parts IV-VI) is due March 12. Please organize your unit plans in a binder in the following sequence, and include this checklist with your 2/26 submission. Use this checklist and the Comments box to communicate to your workshop facilitator the level of completion and revision in your draft, as well as any questions.

I. Revised Unit Overview
   ☐ Essential question, core text(s), and rationale
   ☐ Learning Targets for 5 categories with rationales for each target
   ☐ Links to the Common Core Standards

II. Revised Unit Calendar and Three Lesson Plans
   ☐ The topic and learning goals for each day
   ☐ Activities, teaching strategies, and HW for each day
   ☐ Due dates for all unit assignments and homework
   ☐ 3 detailed lesson plans from your unit, including a rationale, LTs, procedure, etc.
   ☐ Any handouts or supplementary materials relating to lesson plans

III. Revised Assessment Plan
   ☐ The culminating assignment sheet and rationale
   ☐ The analytic rubric for this assignment
   ☐ The specific grading plan for your unit
   ☐ A rationale for how you will assess student learning as it relates to your LTs
   ☐ A letter to parents introducing the unit, announcing the major projects and assignments, and explaining the grading policy you will use

Comments:

The following components are due with your final unit plan on March 12.

IV. Resources and Materials
   In a “References” (APA) or “Works Cited” (MLA) section, list the primary and secondary sources for your unit, including literature, multimedia components, websites, critical material, acknowledgements, and special activities and/or handouts you have used in the construction of your unit.

V. Reflective Letter
   Write a reflective letter to your readers (your audience includes other teachers as well as us) that addresses what you have learned about unit planning through this assignment. How have your ideas about curriculum planning developed? What do you hope readers will see in your work? What do you feel are the strengths and weaknesses of this unit plan? What was most helpful to you in planning this unit?

VI. Unit Plan Cover Page
   Top off your final unit plan binder with a page that includes the EQ, the core text, your name, the date, and an image that represents this unit.
DETAILED LESSON PLAN
Due: February 19

For next week, draft the three detailed lesson plans that will be included in your unit. Choose a sequence of days from your calendar that is particularly complex, layered, and/or interactive. The three lessons need to be contiguous. Bring 3 hard copies of one lesson plan (excluding the handouts and other resources) to use during workshop time. Upload all three lessons (complete sets) to your Coursework Drop Box.

To situate the lessons, include brief rationale for your lesson plans (one rationale for all three lessons), that contains:
   o A one-sentence overview of your teaching context, including school, course, grade levels, number of minutes in lesson (e.g., “This 90-minute lesson is designed for junior American Literature students at Buena Vista High School.”).
   o A description of where it falls in the sequence of your unit (e.g., “These lessons plans occur during the first week of my Unit Calendar.”).
   o The ways in which they addresses your essential question.
   o The factors that have influenced the design. Be explicit about how your lessons address differentiation or support English learners by increasing comprehensible input and building opportunities for language output.

You may use any format for your lesson plans that works for you. Whatever format you choose, please include the following components in this order:

   • The learning target(s) the lessons address.

   • A detailed, sequential procedure. Describe each activity you have planned for that period and the duration of each activity. Specify what the teacher will be doing and what students will be doing for each activity, and pay explicit attention to the language demands of your lesson and the support you plan for students who have difficulty with reading, writing, speaking, and/or listening. Be sure to provide enough information that a colleague could follow your lesson plan. The procedure should reflect your understanding of the instructional practices we have discussed and the ways of sequencing that instruction, including:
      o A brief hook to launch the lesson.
      o An instructional explanation of concepts in terms that adolescents can understand.
      o Explicit modeling.
      o Opportunity for guided practice.
      o A plan for independent practice.

   • A description of how you will assess the extent to which students have met the learning targets for the day.

   • Homework assignment(s).

   • Handouts, overheads, resources, other supporting materials.
**ASSESSMENT PLAN**

Due: February 12

The full Assessment Plan for your unit will include the following 5 components:

1. The (revised) **culminating assignment** sheet for your unit with a **rationale**
2. The (revised) analytic **rubric** for the culminating assignment
3. The specific **grading plan** for your unit
4. A **rationale** for how you will assess student learning as it relates to your Learning Targets
5. A **letter to families** introducing the unit

By now, you have submitted the first two components, and next week you will submit these components along with drafts of the remaining pieces of your Assessment Plan, including:

**Grading Plan**

Spell out the grading plan you will use for your unit, following these steps:

- List all assignments that will receive a grade of some kind. (You may decide to add new assessments to your unit.)
- Provide brief descriptions of the major and minor assignments for the unit.
- Show how each assignment will be graded (points, rubric score, letter grade, etc), and how each assignment will contribute to the student’s final grade.

**Rationale**

Write a concise rationale (500-600 words) for your Assessment Plan. Explain:

- How your learning targets are reflected in the plan
- The relative weight of each learning target in the overall grade of a student
- Your philosophy of student assessment and the reasons you will be using the types of assessment and grading you have outlined

**Letter to Families**

Write a one-page letter to your students’ families. In this letter, be sure to:

- Introduce the unit
- Announce the major projects and assignments
- Explain the grading policy you will use

Use Assessment Plans from previous STEP units to help you think about your draft. Bring enough hard copies of your Grading Plan draft to class so that each workshop team member can interact with and offer feedback on your work; upload one complete copy (all 5 components) to your Coursework Drop Box for your workshop facilitator.
UNIT CALENDAR  
Due: February 5

The next step in building a unit is to create a calendar that highlights how you will scaffold toward the specific learning targets that you have set as well as prepare students to successfully complete the culminating assignment. In your calendar, outline your daily plans with enough detail so that another teacher could follow the thinking behind your unit. Please bring **2 hard copies** of your unit calendar draft to class on Tuesday, January 31.

**Questions to ask yourself as you design the calendar:**

- How will I address all the LTs sufficiently?
  - What scaffolding should I provide for each LT and for the culminating assessment?
  - How will I provide multiple opportunities for students to learn and practice these new skills and concepts?
- How will I prepare my students to engage with the core text(s)? How will I organize the reading of the text to provide appropriate support during class and at home?
- How will I maintain both coherence and variety within the sequence that I design? (For example, doing a daily journal entry every day will feel too repetitive to students, but having a random assortment of activities from day to day will feel disjointed.)
- How will I build upon homework assignments in subsequent instruction?

**As you draft your calendar, be sure to do the following:**

1) **Format the calendar clearly.**
   a) If possible, represent one week on each page.
   b) Format so that learning targets, daily activities, and homework are clearly indicated.
2) **Reflect the constraints and structure of your setting.**
   a) Represent the school day and school calendar (i.e., the length of each period that you teach, test schedules, pep rallies).
   b) Note established elements of your classroom routines (i.e., sustained silent reading, weekly quizzes, daily do-now activities).
3) **Detail the instruction for each day.**
   a) Identify the LTs addressed (e.g., “Writing 1, Literature 2”).
   b) Describe activities for each day.
   c) Designate homework, including specific reading assignments.
   d) State writing prompts for journals or other writing activities.
   e) State prompts and goals for classroom discourse, including small-group discussions.
   f) Note the use of auxiliary texts (i.e., poems, articles, advertisements).
   g) Indicate the use of graphic organizers and other instructional supports.

We encourage you to refer to calendars developed by previous STEP candidates. These samples offer a range of possible models for how to organize your calendar; you should feel free to adapt the format to meet your particular needs. Also, keep track of the sources from which you borrow activities or resources (a colleague, your CT, a published curriculum); you will need to include these citations in your final unit.
CULMINATING ASSIGNMENT AND RUBRIC
Due: January 29

This assignment gives you the opportunity to outline and justify the culminating assessment for your unit and to draft a rubric that outlines the specific criteria through which you will assess the culminating assignment. We will focus on these culminating assignments and rubrics during our workshop time next week; bring enough hard copies of your assignment sheet and rubric draft to class so that each group member can interact with and offer feedback on your work. Submit one copy of the culminating assignment sheet and rationale along with your rubric draft to your workshop facilitator. Here are the components of this week’s assignment:

<table>
<thead>
<tr>
<th>Revised Unit Overview:</th>
<th>Revise your EQs, LTs, and Rationale based on the feedback you receive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Sheet:</td>
<td>Draft the assignment sheet you imagine handing out to students to explain the culminating assignment. This sheet should include:</td>
</tr>
<tr>
<td></td>
<td>- A brief intro paragraph that hooks student interest and connects the assignment to the unit</td>
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<td></td>
<td>- A clear description of what you are asking students to do with explicit steps of the process</td>
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<tr>
<td></td>
<td>- The timeline you imagine students will follow</td>
</tr>
<tr>
<td></td>
<td>- The texts, materials, and resources involved</td>
</tr>
<tr>
<td></td>
<td>- The criteria by which the assignment will be assessed</td>
</tr>
<tr>
<td>Rubric:</td>
<td>Draft the rubric by which you will evaluate the culminating assignment. It should be an analytic rubric with descriptive criteria. Even if your placement uses a particular rubric, create one specifically tailored to your culminating assignment. Follow steps #1-3 of “The 6 Steps in Creating a Rubric.” Your rubric will be assessed on the extent to which it:</td>
</tr>
<tr>
<td></td>
<td>- Uses clear, specific descriptors to articulate what performance looks like at various levels of competence (see Spandel, p. 18, for a bulleted list of criteria)</td>
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<tr>
<td></td>
<td>- Describes the weight of various categories and the overall scale</td>
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<tr>
<td></td>
<td>- Is formatted clearly with titles for categories and titles and numbers for levels of competence</td>
</tr>
<tr>
<td>Rationale:</td>
<td>Write a one-page (250-400 words), double-spaced rationale to explain your thinking about this assignment. Consider:</td>
</tr>
<tr>
<td></td>
<td>- How does it serve your essential question?</td>
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<tr>
<td></td>
<td>- Which learning targets does it address, and how?</td>
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<tr>
<td></td>
<td>- What are the strengths and weaknesses of this assignment?</td>
</tr>
</tbody>
</table>
**CURRICULUM & INSTRUCTION IN ENGLISH**

**UNIT OVERVIEW: ESSENTIAL QUESTION AND LEARNING TARGETS**

Due: January 22*

<table>
<thead>
<tr>
<th>Essential Question (EQ):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record the essential question that will frame your unit. If you are debating among several versions of the question, list alternatives so that you can get some feedback about them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Text(s):</th>
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</thead>
<tbody>
<tr>
<td>List the key texts (including author and genre) on which your unit will build. Be sure that – in addition to your core text – you have at least 2 supplementary texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include a rationale that succinctly (a few sentences per question) addresses the following:</td>
</tr>
<tr>
<td>☐ Why have you selected this EQ? In what ways does it relate to the core text(s)?</td>
</tr>
<tr>
<td>☐ How has your knowledge about your students influenced the EQ?</td>
</tr>
<tr>
<td>☐ In what ways does the EQ meet the following criteria discussed in class?</td>
</tr>
<tr>
<td>• <em>Goes to the heart of the discipline</em></td>
</tr>
<tr>
<td>• <em>Raises other important questions</em></td>
</tr>
<tr>
<td>• <em>Requires consideration of alternatives and justification of answers</em></td>
</tr>
<tr>
<td>• <em>Provokes and sustains student interest</em></td>
</tr>
<tr>
<td>• <em>Recurs naturally throughout one’s learning allowing for transfer across subjects</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Targets (LTs), Rationales, and Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ For each of the 5 categories below, identify 1-2 LTs for your unit (i.e., What new knowledge or skill will students develop as a result of the instruction in this unit?).</td>
</tr>
<tr>
<td>• Reading Strategy</td>
</tr>
<tr>
<td>• Literature</td>
</tr>
<tr>
<td>• Writing</td>
</tr>
<tr>
<td>• Speaking &amp; Listening (at least 1 LT should focus on ELLs)</td>
</tr>
<tr>
<td>• Grammar</td>
</tr>
<tr>
<td>☐ For each category, write a brief (one-paragraph) rationale that connects each LT with the core text and your students’ needs.</td>
</tr>
<tr>
<td>☐ For each LT, identify the standard(s) to which it most closely corresponds. Include the grade level and the complete text of each standard.</td>
</tr>
</tbody>
</table>

* Please upload your assignment as a Word document to your Coursework Drop Box and bring 3 hardcopies to class for your workshop group.
PREPARING for PLANNING & TEACHING in the ARTS: Interdisciplinary & Integrated Arts Learning in the K-6 Classroom

In your grade level team,

1) Collaboratively develop a “roadmap” or “sketch” for a simple lesson that integrates one or two art disciplines into one academic content area.
   • Use planning guides & tools from class, as well as any other relevant materials

   a. Together, analyze the process your collaborative GL team used to develop the lesson “roadmap.”
      • Connect your thinking and planning to course readings (Cornett & other relevant resources) and to in-class discussion.

   b. Be sure to document in writing the group’s thinking and decision-making process as you collaboratively developed the “roadmap” plan. Touch briefly on the following points:
      • How did the group choose learning objectives in the arts & the academic subject?
      • What goals did the group have for arts integration? How did you decide?
      • How did the VAPA Standards influence the group’s planning? Did the group connect the Standards to how the lesson would be assessed? How?
      • How did the group incorporate concepts & information from the course?
      • Summarize the outcome of the group’s work. Did the group produce a plan any one of you could implement in some way?

   c. Attach a copy of the group’s completed “roadmap” – the yellow “Building an Integrated Arts Lesson” organizer to the individual reflection you will turn in.

      • The group will turn in a copy of the (written) documentation separately on Thursday, 9/19.

2) Individually write a 3-4 page paper in which you

   a) Reflect on your own work & learning in the course overall. Think about…
      • What were the most significant parts of the course for you? Why?
      • How did the course readings open new ways of thinking or present possibilities for teaching? Which had the most impact?
      • What in the course will contribute to your including the arts as part of your classroom curriculum?
      • What is most valuable to you about learning in and through the arts? How will this influence your teaching elementary students?
      • Has your perspective on the arts in education changed since the course began? If so, how?
Format for paper:

• 3-4 pp. double-spaced in an easily readable font (Arial, Helvetica, Calibri, Times Roman, etc.)

• Email your paper as a Microsoft Word doc. attachment to Susan (freewrite47@gmail.com) and Dey (deyr@stanford.edu).

• Please send your reflections NO LATER THAN 12 midnight, WEDS., SEPTEMBER 25. The reflections can be turned in at any point before 9/25.

Thanks so much for your good thinking & honesty in helping to make this assignment workable!
In the Teaching a Historical Skill Lesson, you will explicitly demonstrate to students how to source and closely read documents. You will first model sourcing and close reading then support students in some form of guided practice.

NOTE: Reading historically is ALWAYS connected to understanding historical content. Before you choose a skill and documents, decide what you want students to understand about the historical moment/event they will be reading about. Remember, you are teaching them to source and closely read documents so that they have a deeper understanding of historical content.

Preliminaries:
1. Choose a historical topic and identify a specific content goal.
2. Select a document that will be a focus of your lesson. **This document should lend itself to sourcing and close reading.** Select a document where the source information greatly influences the interpretation of the text. The document should not be longer (when it is presented to kids) than 200-300 words. The document should be presented in 16-point font. If needed, shorten the document using ellipses. Please adapt the language of the document for the readers you are teaching, but make sure to include the original documents. Label this document as “Appendix A.”
3. Choose a companion document to be used for guided practice. This document should be related directly in some way to the first document (e.g. a contrasting perspective, a different date or type of document). Again, no more than 200-300 words, 16-point font. Label this document as “Appendix B.”

Lesson Plan (Single-spaced, typed. The suggested lengths are approximations.)
1. **Rationale (1 page).**
   i. In no more than two sentences, briefly define sourcing.
   ii. What makes these documents good candidates for teaching sourcing? Why does knowing something about the author, when or where the document appeared help you better understand its content? How does understanding the source of these documents help you better understand the historical topic/event that the two documents address?
   iii. Identify the grade level and course in which the lesson plan could be used and say something about the kind of readers (e.g., 12th grade AP Government students, all of whom are good readers; an 11th grade heterogeneous American history class where the average reading level is 7th grade, but with a range from 5th grade to college).
II. *Self-observation (1/2 page):* Explain your own reading of the document. What did you observe yourself doing and what questions did you formulate during your reading? What knowledge did you bring to the task? What were you unsure of? What inferences did you make when reading this document? What did you notice yourself doing that kids probably won’t do on their own? Did you notice yourself doing anything that you might not share with your students when you model for them?

III. *Cognitive Modeling (1 page, maximum)*

i. Script: Provide a detailed script of what you will say about the attribution (source and/or headnote) of your first document. The script can be written in paragraph or bullet point form. For example, imagine that you wanted to use the Disney letter that 6th graders in Sam’s research study received. That letter was signed by Ellen McNeil, public relations director for Disney, with a “cc” to Roy Disney. What might a ‘script’ look like? “Okay, so now I am looking at this name—Ellen McNeil—it’s a letter, a personal letter to 6th graders but it is on official looking letterhead. Is it a letter that only the kids might see, or do you think Ellen wrote it with the sense that it might, say, get around—to parents, or even other teachers in the school. I think the latter. Wow, director of public relations, we all know what they do—they put out fires. When things get iffy, call in the firefighters—that is what comes to mind for me for public relations. Did Roy Disney even read the letters the kids write? And this cc business—he may have been cc’d, or maybe that is just what the do to make the person writing the complaint happy. Probably.” The goal here is to model how much information can be extracted from a careful consideration of the attribution, NOT to lecture on background.

ii. In the rest of the script, choose 3 points in the document to focus on. You have to be selective here, and think about the three most important places for you to offer comments. Depending on the length of the source, you may just want to focus on the first paragraph. In writing your script, use sentence markers. Examples: “At the sentence that begins ‘…’, I would say…” or “At the beginning of paragraph one, I would say…”

IV. *Guided Practice (1 paragraph)*

i. Present a second document, related to your first document, that you will use for guided practice.

ii. In no more than a paragraph, provide a rationale for why this is a good companion document to the first. How do the two documents relate to each other? How do they teach the students about the historical topic/event?

iii. Highlight 3 key places in the document you want students to focus on. Write guiding questions you will ask students and explain how asking these questions will help students learn about the skill you want to teach. The document and guiding questions should be labeled “Appendix B.”
Your final lesson plan should include:

1. A lesson plan including rationale, self-observation, cognitive modeling, and guided practice sections.
3. Appendix B: The 2\textsuperscript{nd} document with explanation of key questions you will ask in the guided practice part of the lesson.

- Remember, all documents should be modified appropriately for students (ideally your students). They should each have a head note that provides all the necessary information you want students to have about the document, as well as a source attribution that indicates where the document came from. All materials, but especially documents you plan to provide to students, should be error free and attractively formatted.
Your final lesson plan should include the following:

- Cover page with key information about the lesson.
- Rationale that shows your preparation, thinking and decision-making.
- Document chart including between four and six documents.
- Lesson plan with sequence of activities, materials, and time allocation.

Page 1: Cover page

1. Title of your plan, e.g., “A SAC Lesson on Abraham Lincoln”; “An Inquiry Lesson on Dropping the Bomb at Hiroshima.”
   
   a. For a SAC, state the central historical question underneath the title. For example, “Did the U.S. enter the Spanish-American War for humanitarian reasons?” Also, state the two positions clearly here (e.g. “The U.S. entered for humanitarian reasons,” “The U.S. did not enter for humanitarian reasons”).
   
   b. For an Inquiry lesson, state the central historical question—e.g., “What caused the Spanish American War?”

2. Specify the grade level and course in which the plan could be used.

3. Specify the duration of the lesson, e.g., a 50 min. period, 90 min. block, two days, etc.

4. Briefly specify the connection of the lesson to the California History/Social Science Framework.
   
   a. Identify one Historical and Social Science Analysis Skill that this lesson addresses. Please refer to p. 115 or pp. 40-41 of this document: http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf
   
   b. Identify one “content standard” your lesson addresses.

Pages 2-3 (single-spaced): Rationale

In this rationale, explain the intent behind your decisions and be sure to address the following:

1. Topic: Why is this topic worthy of curricular time? What are the major intellectual issues and scholarly debates that swirl around it? What historical texts have you consulted to increase your own subject matter knowledge? (Please reference at least one outside secondary source you have consulted). Where might this lesson fit into a unit you would be teaching?

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1 Each document should be no longer than 300 words, fit on one sheet of paper, and use 16-point type.
2. *Students:* What are your expectations for their background knowledge? What “schemas” do they have that you can build on? What new understanding do you hope students will carry away from this lesson? What have you done in this lesson to assist students’ learning (e.g., How have you structured or modified the lesson or texts? What scaffolds or reading guides have you included to help students achieve the goals of the lesson?).

3. *Learning goals:* Think carefully about your goals and sharpen the focus of your lesson plan. What do you want students to understand as a result of this lesson? What skill do you want students to develop during this lesson?

**Page 4: Documents chart**

Make a chart that explains the following for each document in the lesson plan:

1. Why did you select this document?

2. How will this document help students answer the historical question?

3. How have you adapted or scaffolded the document to address students’ reading levels?

**Pages 5-6: Ready lesson plan**

Please see Inquiry/SAC handout for more detailed instructions. Be sure to include:

1. All the materials that you will use to teach the lesson.

2. Timing.

3. If necessary, a rough “script” of what you will say to students (e.g., if modeling a skill).

A few last words…

**Formatting:** Please do your best to put these components together in one word document. You can use section breaks if you need to alternate from profile to landscape mode, and you can also insert pdf/jpeg images into a word doc. It is much easier for us to review a single document than to bounce between multiple windows of various attachments.

**Self-check:** As much as possible, consider the experience of this lesson from your students’ perspective. Where might a student have difficulty? What comes across clearly? What comes across less clearly? What will a student get out of the documents? Do the documents help the student gain an understanding of the central question? This will help sharpen the focus of your lesson plan and make it easier to edit your documents.

**Due:** Tuesday, December 10, 2013 at 5pm.
ASSIGNMENTS

Snapshot Autobiography: The “Snapshot Autobiography” is intended to be a short introduction to the themes of historical writing: issues of selection, significance, storytelling, truth, and felicity. Take an 8 ½ by 11 sheet of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The first panel is the title page for your “Snapshot Autobiography”; the back page is reserved for an “About the Author” section. This leaves four panels. In each of these four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel Two, with “My Birth”). Fill two-thirds of each panel with your narrative and use the bottom third as a place to illustrate your narrative with a small (hand-drawn) picture.¹ Don’t spend a lot of time on the pictures or the narrative. Give your Autobiography a title that captures its essence. Have fun! Due: Tomorrow.

Reading Guides: Five Reading Guides will be posted on Coursework (http://coursework.stanford.edu). Reading Guides are brief writing assignments due at the beginning of class. These reading guides should be typed. All five guides are required in order to earn full credit for this assignment, a 4.0. (Four acceptable guides earn a 3.0; less than four guides receive no credit). Reading guides are a chance for us to see your thinking in a way that is different from class discussion – if you have done the reading, you should be able to complete them in less than a half hour. They are not intended to be burdensome and we evaluate them credit/no credit. However, because of the compressed schedule of summer quarter, late reading guides will not be accepted.

Seeing Student Thinking: This assignment asks you to think critically about how students make sense of historical sources. You will be given sources to use and then you will conduct a “think-aloud” exercise with an adolescent (ideally with a student at the middle school). You will write up your findings in a two-page (single-spaced) analysis. This assignment is due next Thursday, July 11 so you might want to start thinking about the participants you will recruit.

“Opening Up History”: For this assignment, the culmination of our time together, you will create a one-day mini-lesson that challenges kids’ notions that history is a dry compilation of boring names and dates. Because textbooks are a ubiquitous feature in the classroom, you should build your lesson around -- or in response to -- a conventional textbook narrative. In your lesson, you should find some way to complicate the book’s

¹ Hand-drawn, really. This is a clipart-free zone!
narrative—by challenging it, expanding it, articulating its silences, questioning its assumptions, pointing out its narrowness, and so on. You should bring in on other primary or secondary source document to shed light on the textbook. You should use one of the formats listed on the “Textbooks are your Friend” handout (on Coursework). Remember, however, that this is a single 50-minute lesson and therefore has to stand by itself.

Choosing a Topic. So as not to become overwhelmed, choose a topic of moderate grain size—not World War II or the Renaissance, but something more self-contained, e.g., the Allies’ refusal to bomb railroad lines to Auschwitz, the passage of the Gulf of Tonkin Resolution, the antecedents of the Montgomery Bus Boycott, Mussolini’s invasion of Ethiopia, the events leading up to sending US troops to Vietnam, the Sykes-Picot Agreement, and so on. (Important Guideline: If the textbook devotes more than one page to your topic then you’ve bitten off a chunk that is too large.) By next Tuesday, July 9, you should have a topic identified and bring in a copy of the one page textbook excerpt you will use for your mini-lesson; we will schedule individual meetings on that day. (Both the STEP curriculum library and the Cubberley Library have recent and fairly recent textbooks; for that matter, you can even use one of your old textbooks.)

Format: Your final paper should be organized into four parts.

Part 1: State the historical question your lesson will address. In two pages (double-spaced), analyze the textbook selection you choose. How does the textbook present this historical topic? How might the textbook narrative or account be opened up or problematized? You might consider asking: what is emphasized? What is ignored? Whose voice is heard? Whose voice is silenced? To engage in this analysis you will have to know more about the topic than what is contained in the brief textbook account, so choose a topic you already know something about.

Part 2: In two to three pages (single spaced), write up a mini-lesson that contains the following sections: goals for student learning; the sequence of activities you will use to achieve these goals; the materials (one other source, not to exceed one page in length) you will use and how you will scaffold them; a rough estimate of how much time each activity will take; how you will “see” student thinking; and how you will close the lesson. Be sure to add what you imagine students will learn before and after this particular lesson. (You can assume that students have read your textbook narrative prior to the lesson.) Note: This section can be written in non-essay bulleted form.

Part 3: Write an accompanying essay of two to three pages (double-spaced) that explains how this lesson challenges students’ belief that history is a finished story inscribed in a textbook. Connect your ideas to readings and discussions from class, when appropriate.

2 Using two documents is optional, but you may not use more than two.
Part 4: In the appendix to your paper, include a legible photocopy of the textbook selection (no more than two pages) you will use. Highlight the section of the textbook narrative that you will focus on in the lesson. Include any supplementary materials and *format documents to be ready for classroom use* (e.g., large type font, lots of white space, and no more than 300 words per document). Include full references of all the works you consulted, including the textbook.

Due: Monday, July 15, by 5 PM, in Brad’s mailbox in the STEP office in CERAS.
Unit Plan Assignment

The main assignment for Winter Quarter is the preparation of a Unit Plan. In this assignment, you synthesize what you have learned in C&I and elsewhere in STEP by preparing two to three weeks of instruction (10 to 15 fifty-minute class sessions; fewer if you are planning for a blocked schedule). We hope that you will be able to teach these units and videotape them as the basis for your Teaching Event; thus, choose topics that you will likely teach in March or early April. Even if you choose not to use this unit for your Teaching Event, it is difficult to plan for “students” in the abstract; therefore, we are asking you to plan this unit for the specific class—and a specific group of students—that you are currently teaching.

The purpose of this assignment is to bring together answers to the “big questions” we’ve addressed during our time together. Some of these questions concern the discipline of history:

- How is historical knowledge made and who gets to make it?
- Where does information in textbooks come from and how do we evaluate its reliability?
- How is every interpretation reflective of its origin, time, and author?
- What is “critical reading” in history and social science?

Other questions concern the actual teaching of historical thinking:

- How can we engage young people in historical questions that lie at the heart of the discipline?
- How can you identify and assess students thinking and understanding?
- How can you scaffold students’ work to build sophisticated reading and thinking?
- How can you teach students to use evidence in formulating historical arguments?

Such teaching has the potential to transform students from passive recipients of pre-packaged information to engaged and active citizens.

A unit plan organizes and connects instruction between individual class sessions into a coherent framework. To help us create powerful and coherent curricula, we will rely upon the “backward mapping” approach of Wiggins and McTighe: We start with a historical question and an enduring understanding that we want students to learn; we then design our assessment, so that we never lose focus of the learning goals and the skills

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1 You’ll want to consult with your CT on this; remember that units can take longer than planned, and you will absolutely need to have your teaching videotaped in time to do extended analysis, write up results, and share them in May.
which students will need to demonstrate understanding at the end of the unit; finally, we design all instruction to help students develop their enduring understanding.

The final Unit Plan Binder should include all components detailed on the next two pages. Please note that you will produce drafts of many of these components as weekly homework assignments throughout the quarter.

**Unit Components:**
1. Table of contents
2. Rationale
3. Annotated bibliography
4. Calendar
5. Opening Up the Textbook lesson
6. Inquiry
7. SAC
8. Teaching a Skill
9. Performance assessment & rubric
10. Reflective letter

Below is a detailed explanation of each part. Specific instructions will follow for some of the more intricate parts.

**Rationale**
The rationale explains the purpose of your unit (2 pages, single spaced). Why should this unit occupy curricular time? Does this unit address questions that lie at the heart of the discipline? How does this unit develop students’ historical reading and thinking skills? Your rationale should also include:

- Overview of your goals as a teacher as informed by class readings
- Why is the topic important?
- How do your unit goals, unit question and enduring understandings help you organize instruction?
- How does the topic relate to a course theme?
- Applicable state content and skill standards
- Discussion of the beliefs and misconceptions that students might bring to the subject matter
- Discussion of how your unit will help students of multiple skill levels to understand how new historical knowledge is made and justified

**Annotated bibliography**
Provide a bibliography of all the works you consulted as you planned and executed this assignment. Write one-paragraph annotations for 10 works that include the following:

- Topic/focus of resource
- Type of resource (e.g. film, website, monograph, primary document collection, etc.)
• What you learned from this resource
• How this resource could be or was useful

Your list of 10 annotated works should include a minimum of 2 scholarly works, 2 primary source collections, and 2 websites.

Calendar
The calendar should list the goals you have for each day, the corresponding content you will teach on each day, and the kind of activities you see yourself using. The calendar should demonstrate an understanding of a range of classroom activities as well as an understanding of how to sequence and scaffold them. At a minimum, your calendar must include the topic, the content and skill goals for each day, instructional activities, resources, and due dates for all student assignments. A specific format will follow.

Lesson plans
A. Design one Opening Up the Textbook lesson

B. Design one Inquiry lesson

C. Design one SAC lesson

Use previous guidelines for A, B, and C. However, abbreviate the rationale section so that it simply addresses learning goals and the historical question.

D. Teaching a Skill

This mini-lesson builds off the cognitive modeling lesson that you created Fall Quarter. It cannot focus on sourcing. See coursework for abbreviated guidelines.

*In one lesson plan, include a detailed outline for a mini-lecture.
*In one lesson plan, include a detailed list of prompts to guide a discussion and a brief explanation of the purpose of the discussion.

Performance assessment.
We will focus in class on developing a culminating writing assignment that requires students to engage with original evidence. You will construct the assessment, determine what students will need to know and be able to do to complete the assessment, explain how one specific workshop would prepare students for the assignment, and create a rubric for evaluating it.

Reflective letter
Address what you learned about unit planning through the course of this assignment (2 pages, single spaced). In this assessment you might comment on your own learning process, lessons that you’ve learned, persistent puzzles, and potential areas for growth. Finally, explain how a part of this unit was informed by another STEP course.

**Final unit due March 20 by 5:00 p.m.**
Additional STEP Policy Regarding PACT Teaching Event

This policy provides additional guidance for the STEP Directors regarding a teacher candidate who fails the PACT Teaching Event. This policy should be read in conjunction with STEP’s related accreditation documents and program policies, which delineate appropriate measures for remediation and rescoring of PACT materials.

Under certain conditions, a candidate who fails the PACT Teaching Event and wishes to resubmit materials for rescoring is required to complete a full, original Teaching Event. Additionally, the resubmission and rescoring may not be practicable during the spring quarter of the current STEP calendar year.

Two options are available to candidates under these circumstances:

**Option 1:** If the candidate does not elect to resubmit materials for rescoring, he or she may apply for graduation with a Masters in June, and will not be recommended for a teaching credential. If the candidate elects to receive his/her degree in June, no subsequent option for resubmitting materials for the PACT Teaching Event or credential recommendation will be available.

**Option 2:** If the candidate wishes to resubmit PACT Teaching Event materials for rescoring, the following conditions and considerations apply:

1. The candidate must have successfully completed all other program requirements and be in good standing for consideration to score the resubmitted materials.
2. The candidate will be required to enroll in at least one quarter in the next academic year (summer, autumn, winter or spring), and cannot confer the master’s degree (or apply for graduation) prior to completion of the Teaching Event and subsequent scoring/appeal. Extensions beyond spring quarter of the next academic year will not be permitted.
3. The teacher candidate is responsible for all registration fees and tuition associated with enrollment in the additional quarter(s). Additional paperwork may also be required.

*Note regarding registration requirements:*
All candidates must be registered students in the quarter in which the PACT Teaching Event takes place. Candidates must also be enrolled in the quarter in which an appeal of the evaluation takes place. Stanford requires that all students be enrolled in the quarter in which they receive their degrees.
Snapshots Autobiography: The “Snapshot Autobiography” is intended to be a short introduction to the themes of historical writing: issues of selection, significance, storytelling, truth, and felicity. Take an 8½ by 11 sheet of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The first panel is the title page for your “Snapshot Autobiography”; the back page is reserved for an “About the Author” section. This leaves four panels. In each of these four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel Two, with “My Birth”). Fill two-thirds of each panel with your narrative and use the bottom third as a place to illustrate your narrative with a small (hand-drawn) picture. Don’t spend a lot of time on the pictures or the narrative. Give your Autobiography a title that captures its essence. Have fun! Due: Tomorrow.

Reading Guides: Five Reading Guides will be posted on Coursework (http://coursework.stanford.edu). Reading Guides are brief writing assignments due at the beginning of class. These reading guides should be typed. All five guides are required in order to earn full credit for this assignment, a 4.0. (Four acceptable guides earn a 3.0; less than four guides receive no credit). Reading guides are a chance for us to see your thinking in a way that is different from class discussion – if you have done the reading, you should be able to complete them in less than a half hour. They are not intended to be burdensome and we evaluate them credit/no credit. However, because of the compressed schedule of summer quarter, late reading guides will not be accepted.

Seeing Student Thinking: This assignment asks you to think critically about how students make sense of historical sources. You will be given sources to use and then you will conduct a “think-aloud” exercise with an adolescent (ideally with a student at the middle school). You will write up your findings in a two-page (single-spaced) analysis. This assignment is due next Thursday, July 11 so you might want to start thinking about the participants you will recruit.

“Opening Up History”: For this assignment, the culmination of our time together, you will create a one-day mini-lesson that challenges kids’ notions that history is a dry compilation of boring names and dates. Because textbooks are a ubiquitous feature in the classroom, you should build your lesson around -- or in response to -- a conventional textbook narrative. In your lesson, you should find some way to complicate the book’s

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1 Hand-drawn, really. This is a clipart-free zone!
narrative—by challenging it, expanding it, articulating its silences, questioning its assumptions, pointing out its narrowness, and so on. You should bring in on other primary or secondary source document to shed light on the textbook. You should use one of the formats listed on the “Textbooks are your Friend” handout (on Coursework). Remember, however, that this is a single 50-minute lesson and therefore has to stand by itself.

Choosing a Topic. So as not to become overwhelmed, choose a topic of moderate grain size—not World War II or the Renaissance, but something more self-contained, e.g., the Allies’ refusal to bomb railroad lines to Auschwitz, the passage of the Gulf of Tonkin Resolution, the antecedents of the Montgomery Bus Boycott, Mussolini’s invasion of Ethiopia, the events leading up to sending US troops to Vietnam, the Sykes-Picot Agreement, and so on. (Important Guideline: If the textbook devotes more than one page to your topic then you’ve bitten off a chunk that is too large.) By next Tuesday, July 9, you should have a topic identified and bring in a copy of the one page textbook excerpt you will use for your mini-lesson; we will schedule individual meetings on that day. (Both the STEP curriculum library and the Cubberley Library have recent and fairly recent textbooks; for that matter, you can even use one of your old textbooks.)

Format: Your final paper should be organized into four parts.

Part 1: State the historical question your lesson will address. In two pages (double-spaced), analyze the textbook selection you choose. How does the textbook present this historical topic? How might the textbook narrative or account be opened up or problematized? You might consider asking: what is emphasized? What is ignored? Whose voice is heard? Whose voice is silenced? To engage in this analysis you will have to know more about the topic than what is contained in the brief textbook account, so choose a topic you already know something about.

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2 Using two documents is optional, but you may not use more than two.
Part 4: In the appendix to your paper, include a legible photocopy of the textbook selection (no more than two pages) you will use. Highlight the section of the textbook narrative that you will focus on in the lesson. Include any supplementary materials and format documents to be ready for classroom use (e.g., large type font, lots of white space, and no more than 300 words per document). Include full references of all the works you consulted, including the textbook.

Due: Monday, July 15, by 5 PM, in Brad’s mailbox in the STEP office in CERAS.
Your final lesson plan should include the following:

- Cover page with key information about the lesson.
- Rationale that shows your preparation, thinking and decision-making.
- Document chart including between four and six documents.
- Lesson plan with sequence of activities, materials, and time allocation.

**Page 1: Cover page**

1. **Title of your plan**, e.g., “A SAC Lesson on Abraham Lincoln”; “An Inquiry Lesson on Dropping the Bomb at Hiroshima.”
   
   a. For a SAC, state the central historical question underneath the title. For example, “Did the U.S. enter the Spanish-American War for humanitarian reasons?” Also, state the two positions clearly here (e.g. “The U.S. entered for humanitarian reasons,” “The U.S. did not enter for humanitarian reasons”).
   
   b. For an Inquiry lesson, state the central historical question—e.g., “What caused the Spanish American War?”

2. **Specify the grade level and course in which the plan could be used.**

3. **Specify the duration of the lesson**, e.g., a 50 min. period, 90 min. block, two days, etc.

4. **Briefly specify the connection of the lesson to the California History/Social Science Framework.**
   
   a. Identify one Historical and Social Science Analysis Skill that this lesson addresses. Please refer to p. 115 or pp. 40-41 of this document: 
   
   
   b. Identify one “content standard” your lesson addresses.

**Pages 2-3 (single-spaced): Rationale**

In this rationale, explain the intent behind your decisions and be sure to address the following:

1. **Topic**: Why is this topic worthy of curricular time? What are the major intellectual issues and scholarly debates that swirl around it? What historical texts have you consulted to increase your own subject matter knowledge? (Please reference at least one outside secondary source you have consulted). Where might this lesson fit into a unit you would be teaching?

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1. Each document should be no longer than 300 words, fit on one sheet of paper, and use 16-point type.
2. **Students:** What are your expectations for their background knowledge? What “schemas” do they have that you can build on? What new understanding do you hope students will carry away from this lesson? What have you done in this lesson to assist students’ learning (e.g. How have you structured or modified the lesson or texts? What scaffolds or reading guides have you included to help students achieve the goals of the lesson?).

3. **Learning goals:** Think carefully about your goals and sharpen the focus of your lesson plan. What do you want students to understand as a result of this lesson? What skill do you want students to develop during this lesson?

**Page 4: Documents chart**

Make a chart that explains the following for each document in the lesson plan:

1. Why did you select this document?
2. How will this document help students answer the historical question?
3. How have you adapted or scaffolded the document to address students’ reading levels?

**Pages 5-6: Ready lesson plan**

Please see Inquiry/SAC handout for more detailed instructions. Be sure to include:

1. All the materials that you will use to teach the lesson.
2. Timing.
3. If necessary, a rough “script” of what you will say to students (e.g., if modeling a skill).

A few last words…

**Formatting:** Please do your best to put these components together in one word document. You can use section breaks if you need to alternate from profile to landscape mode, and you can also insert pdf/jpeg images into a word doc. It is much easier for us to review a single document than to bounce between multiple windows of various attachments.

**Self-check:** As much as possible, consider the experience of this lesson from your students’ perspective. Where might a student have difficulty? What comes across clearly? What comes across less clearly? What will a student get out of the documents? Do the documents help the student gain an understanding of the central question? This will help sharpen the focus of your lesson plan and make it easier to edit your documents.

**Due:** Tuesday, December 10, 2013 at 5pm.
which students will need to demonstrate understanding at the end of the unit; finally, we design all instruction to help students develop their enduring understanding.

The final Unit Plan Binder should include all components detailed on the next two pages. Please note that you will produce drafts of many of these components as weekly homework assignments throughout the quarter.

**Unit Components:**
1. Table of contents
2. Rationale
3. Annotated bibliography
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5. Opening Up the Textbook lesson
6. Inquiry
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8. Teaching a Skill
9. Performance assessment & rubric
10. Reflective letter

Below is a detailed explanation of each part. Specific instructions will follow for some of the more intricate parts.

**Rationale**
The rationale explains the purpose of your unit (2 pages, single spaced). Why should this unit occupy curricular time? Does this unit address questions that lie at the heart of the discipline? How does this unit develop students’ historical reading and thinking skills? Your rationale should also include:

- Overview of your goals as a teacher as informed by class readings
- Why is the topic important?
- How do your unit goals, unit question and enduring understandings help you organize instruction?
- How does the topic relate to a course theme?
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- Discussion of how your unit will help students of multiple skill levels to understand how new historical knowledge is made and justified

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- Topic/focus of resource
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Lesson plans
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B. Design one Inquiry lesson

C. Design one SAC lesson

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D. Teaching a Skill

This mini-lesson builds off the cognitive modeling lesson that you created Fall Quarter. It cannot focus on sourcing. See coursework for abbreviated guidelines.

*In one lesson plan, include a detailed outline for a mini-lecture.
*In one lesson plan, include a detailed list of prompts to guide a discussion and a brief explanation of the purpose of the discussion.

Performance assessment.
We will focus in class on developing a culminating writing assignment that requires students to engage with original evidence. You will construct the assessment, determine what students will need to know and be able to do to complete the assessment, explain how one specific workshop would prepare students for the assignment, and create a rubric for evaluating it.

Reflective letter
Address what you learned about unit planning through the course of this assignment (2 pages, single spaced). In this assessment you might comment on your own learning process, lessons that you’ve learned, persistent puzzles, and potential areas for growth. Finally, explain how a part of this unit was informed by another STEP course.

Final unit due March 20 by 5:00 p.m.
Advancement to Independent Student Teaching

Elementary candidates complete ten days of independent student teaching during a three week window in spring quarter. The following must be completed in order for the Teacher Candidate to move from Non-Independent Student Teaching to Independent Student Teaching:

Teacher Candidate: ____________________ Cooperating Teacher: ____________________

School: ____________________ Grade Level: ____________________

The Teacher Candidate has fulfilled the following requirements to move from Non-Independent Student Teaching to assume Independent Daily Student Teaching (please check each one):

_____1) has passed all subject matter requirements for independent student teaching, including subject matter competency and Constitution Requirement.

_____2) has completed CPR/First Aid training

_____3) has the agreement of all of the following that the Teacher Candidate is ready for Independent Daily Student Teaching:*

Teacher Candidate: ____________________ Date: ____________

Cooperating Teacher: ____________________ Date: ____________

University Supervisor: ____________________ Date: ____________

Director of Clinical Work: ____________________ Date: ____________

Director: ____________________ Date: ____________

*If the situation changes, the Stanford Teacher Education Program reserves the right to have the Teacher Candidate return to Non-Independent Student Teaching.
Secondary teacher candidates begin independent student teaching during winter quarter and continue in that capacity until the end of the academic year. The following must be completed in order for the Teacher Candidate to move from Non-Independent Student Teaching to Independent Student Teaching:

Name of Teacher Candidate: ______________________________________________________

School:________________________ Course Name:________________________

The Teacher Candidate has fulfilled the following requirements to move from Non-Independent Student Teaching to assume Independent Daily Student Teaching (please check each one):

_____1) has passed all subject matter requirements for independent student teaching, including subject matter competency and Constitution Requirement.

_____2) has completed CPR/First Aid training

_____3) has the agreement of all of the following that the Teacher Candidate is ready for Independent Daily Student Teaching:*

Teacher Candidate:________________________ Date:____________
Cooperating Teacher:________________________ Date:____________
University Supervisor:________________________ Date:____________
Director of Clinical Work:________________________ Date:____________
Director:________________________________________ Date:____________

*If the situation changes, the Stanford Teacher Education Program reserves the right to have the Teacher Candidate return to Non-Independent Student Teaching.
Advancement to Independent Student Teaching

Elementary candidates complete ten days of independent student teaching during a three week window in spring quarter. The following must be completed in order for the Teacher Candidate to move from Non-Independent Student Teaching to Independent Student Teaching:

Teacher Candidate: ____________________ Cooperating Teacher: ____________________

School: ____________________ Grade Level: ____________________

The Teacher Candidate has fulfilled the following requirements to move from Non-Independent Student Teaching to assume Independent Daily Student Teaching (please check each one):

_____1) has passed all subject matter requirements for independent student teaching, including subject matter competency and Constitution Requirement.

_____2) has completed CPR/First Aid training

_____3) has the agreement of all of the following that the Teacher Candidate is ready for Independent Daily Student Teaching:*

Teacher Candidate: ____________________ Date: __________

Cooperating Teacher: ____________________ Date: __________

University Supervisor: ____________________ Date: __________

Director of Clinical Work: ____________________ Date: __________

Director: ____________________ Date: __________

*If the situation changes, the Stanford Teacher Education Program reserves the right to have the Teacher Candidate return to Non-Independent Student Teaching.
Assessment of Field Placement Experience and Participation

I. STEP Summer School goals
The goals for the STEP teacher candidates include the following:
• To get to know and to work closely with elementary/middle school students and teachers.
• To collaborate with experienced teachers and begin learning how to address the California Standards for the Teaching Profession.
• To observe, document, and assess students’ growth and development in literacy, numeracy, and other subject matter areas.

II. Design of this assessment
The following pages ask you to review the summer school experience for the STEP teacher candidate in relation to several of the California Standards for the Teaching Profession. Please describe the degree to which the candidate has had an opportunity to learn about, observe, participate in, and practice each of the pedagogical elements described below, providing specific evidence wherever possible. If you do not have evidence for participation in one or more standard areas, indicate "IE" for Insufficient Evidence. We ask you to begin by listing 3-5 strengths of the teaching candidate.
IV. Please describe 3 – 5 strengths of the STEP teacher candidate:

V. Assessment of field placement experience and participation

**Standard 1: Engaging and supporting students in learning**

<table>
<thead>
<tr>
<th>Pedagogical Element</th>
<th>Please describe the degree to which the candidate has had an opportunity to learn about, observe, participate in, and practice each of the pedagogical elements described below, providing specific evidence wherever possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect learning to students’ prior knowledge, backgrounds, life experiences,</td>
<td></td>
</tr>
<tr>
<td>interests.</td>
<td></td>
</tr>
<tr>
<td>Use a variety of instructional strategies, resources, and technologies to meet</td>
<td></td>
</tr>
<tr>
<td>students’ diverse learning needs.</td>
<td></td>
</tr>
<tr>
<td>*Give clear and adequate instructions.</td>
<td></td>
</tr>
</tbody>
</table>

* Note: This prompt is not one of the CSTPs.
**Standard 2: Creating and maintaining effective environments for student learning**

<table>
<thead>
<tr>
<th>Please describe the degree to which the candidate has had an opportunity to learn about, observe, participate in, and practice each of the pedagogical elements described below, providing specific evidence wherever possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote social development and responsibility within a caring community where each student is treated fairly and respectfully.</td>
</tr>
<tr>
<td>Develop, communicate, and maintain high standards for individual and group behavior.</td>
</tr>
<tr>
<td><em>Establish and sustain a high level of rapport with students.</em></td>
</tr>
</tbody>
</table>

* Note: This prompt is not one of the CSTPs.

**Standard 4: Planning instruction and designing learning experiences for all students**

<table>
<thead>
<tr>
<th>Please describe the degree to which the candidate has had an opportunity to learn about, observe, participate in, and practice each of the pedagogical elements described below, providing specific evidence wherever possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction.</td>
</tr>
<tr>
<td>Adapt instructional plans and curricular materials to meet the assessed needs of all students.</td>
</tr>
</tbody>
</table>
### Standard 5: Assessing student learning

<table>
<thead>
<tr>
<th>Please describe the degree to which the candidate has had an opportunity to learn about, observe, participate in, and practice each of the pedagogical elements described below, providing specific evidence wherever possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and analyze assessment data from a variety of sources to inform instruction.</td>
</tr>
<tr>
<td>Use assessment data to establish learning goals and to plan, differentiate, and modify instruction.</td>
</tr>
<tr>
<td>Review data, both individually and with colleagues, to monitor student learning.</td>
</tr>
</tbody>
</table>

### Standard 6: Developing as a professional educator

<table>
<thead>
<tr>
<th>Please describe the degree to which the candidate has had an opportunity to learn about, observe, participate in, and practice each of the pedagogical elements described below, providing specific evidence wherever possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on teaching practice in support of student learning.</td>
</tr>
<tr>
<td>Collaborate with colleagues and the broader professional community to support teacher and student learning.</td>
</tr>
</tbody>
</table>
Check One:  □ 1st Placement (Fall)  □ 2nd Placement (Winter/Spring)

Teacher Candidate: ____________________________________________________________
Last name       First name

Teaching assignment

School: ________________________________________________________________

Grade level: _____________________________________________________________

Cooperating Teacher: ______________________________________________________
Last name       First name

Weekly planning time: ______________________________________________________
Day       Time
Educators learn by studying, doing and reflecting, by collaborating with other professionals, by looking closely at pupils and their work, and by sharing what they see. The development of theoretically sound professional practice cannot occur either in college classrooms separated from engagement in practice or in school classrooms separated from knowledge and theories that result from rigorous scholarship. Professional learning in both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, and for talking about and evaluating the results of learning and teaching. The intersection of theory and practice occurs most productively when questions arise in the context of real work-in-progress, in schools and with pupils, informed by research and disciplined inquiry. The cooperating teacher and university supervisor provide direct support for the candidate as he/she works simultaneously in the two contexts.

This document describes the responsibilities of the teacher candidate, the cooperating teacher, and the university supervisor as they work in the clinical setting. The three work together to support the candidate’s growth as a novice teacher. Each teacher candidate teaches under the direct and continuing classroom supervision of an assigned cooperating teacher who is a credentialed, experienced member of the school faculty and is legally responsible for the class(es) assigned to the teacher candidate. The university supervisor is also an experienced, credentialed teacher who helps to bridge the teacher candidate’s classroom experience with STEP coursework. All three parties sign this agreement.

The California Standards for the Teaching Profession (CSTPs) and Teacher Performance Expectations (TPEs) provide a framework for assessing and documenting the teacher candidate’s progress throughout the program. These standards inform the formal observations conducted by the university supervisor and the quarterly assessments completed by the cooperating teacher and university supervisor. In addition to the CSTPs, the candidates are also held to the professional standards and expectations as outlined in the following documents: the National Education Association (NEA) Code of Ethics and the Family Education Rights and Privacy Act (FERPA).

Graduated Responsibility
The structure of the STEP student teaching experience relies on the concept of graduated responsibility. In addition to observing instruction, the teacher candidates play an active role early in the placement, supporting individual students and small groups and implementing small learning segments with the support of the supervisor and cooperating teacher. Over time candidates extend their responsibility for planning, instruction, and assessment in the placement, taking ownership of learning segments that increase in length and complexity. Graduated responsibility ensures that guidance from experienced teachers shapes each candidate’s development, and it also allows the cooperating teacher and supervisor to share and refine their own practice. This structure encourages candidates to merge theory and practice in authentic ways. Graduated responsibility prepares candidates for a two-week period of independent student teaching, which occurs within a predetermined window in the spring. During this time, the cooperating teacher ensures that the teacher candidate has ample guidance and support.

The following documents support graduated responsibility:

- Building Relationships Between Teacher Candidate and Cooperating Teacher
- STEP Integration Plans (Fall, Winter/Spring)
- Graduated Responsibility in STEP
- Independent Student Teaching Overview

The Joint Work of the Cooperating Teacher and Teacher Candidate
Together the cooperating teacher and the candidate move through all phases of the teaching cycle: planning, instructing, assessing, and reflecting. Throughout the year the two explore and practice the different strategies that can be utilized within each phase. The following are suggestions for ways the cooperating teacher can support the growth in each area:

Planning:
- Co-plan lessons, units, curriculum, and assessments with teacher candidate throughout the academic year.
- Discuss rationale for the focus and sequencing of the curriculum.
- Articulate the intended educational goals and expected outcomes for the lessons, units and/or curricular areas.
• Explore strategies to diagnose and address specific student needs.

Instructing:
• Co-teach with teacher candidate according to the teacher candidate’s readiness
• Model a variety of teaching strategies for the teacher candidate.
• Provide opportunities for the teacher candidate to practice different teaching strategies.
• Demonstrate how to manage everyday teaching tasks such as taking role, giving directions, and handling paperwork.

Assessing:
• Discuss and model different assessment techniques (e.g., tests, performance assessments, peer review, self assessment, journals, portfolio, etc).
• Examine student work to identify to what extent the learners reached the educational goals and to guide future planning.

Reflecting:
• Reflect together about daily lessons and encourage the teacher candidate to reflect on the effectiveness of the teaching technique(s) for the learners.
• Provide multiple opportunities for candidates to self-assess their teaching
• Make thinking visible and share your thoughts about the outcome of a lesson.
• Emphasize the teacher candidate’s strengths and give constructive, specific feedback about areas for improvement.
• Discuss strategies and help set goals for the teacher candidate to address specific areas for improvement.

Graduated responsibility allows for candidates to develop at different rates throughout the year and within each phase of the teaching cycle. For example, a teacher candidate may be quite successful at utilizing different instructional strategies but still need considerable support in developing assessments. By mentoring the teacher candidate in the ways described above, the cooperating teacher will support the teacher candidate in taking on more responsibility in the classroom. The candidate and cooperating teacher will continue to plan and debrief on a regular basis. By mid-spring, the teacher candidate should already have experienced significant responsibility for components of the curriculum. The cooperating teacher will continue to be a presence and provide support around the needs of individual students, curriculum planning, and the progress of the class.

The cooperating teacher, the university supervisor, STEP’s Director of Clinical Work, and Director determine the appropriate time for the candidate to begin independent student teaching. **A minimum of two weeks of independent teaching is required.** For more information, see the handbook document entitled *Independent Student Teaching in STEP*.

**Responsibilities of the Cooperating Teacher**

• Meet with teacher candidate and university supervisor (three-way meeting) at the beginning of the placement and at the end of each quarter
• Review the STEP handbook
• Observe the candidate’s teaching to collect evidence for quarterly assessment (use suggested observation tools found in the STEP handbook). Make your thinking visible before, during, and after class.
• Maintain proactive, ongoing communication with the supervisor about the candidate’s progress. The supervisor and cooperating teacher together monitor the candidate’s graduated responsibility trajectory. Should concerns exist, the supervisor should be notified immediately to determine how best to support the candidate. If necessary, the STEP Director of Clinical Work may provide additional guidance.
• Complete three quarterly assessments and upload them to Tk20 (http://stanford.tk20.com) by the following dates: **Monday, December 19, 2013, Monday, March 17, 2014, Monday, June 2, 2014.** (Note: The teacher candidate will not receive a grade for Seminar until each quarter report is received, and all reports for the year must be received before he or she can graduate.)
• Discuss the content of the quarterly assessment with the teacher candidate and set future learning goals.

**Responsibilities of the Teacher Candidate**
The teacher candidate will maintain a professional presence while at the school site, communicating and relating with colleagues, students, and families.

- Maintain prompt and regular attendance and conscientious out-of-class preparation for his or her teaching responsibilities
- Maintain up to date records of course plans, unit plans, and lesson plans; abide by school policies; meet administrative due dates;
- Be present and at the school site for about 20 hours per week for the full academic year; be prepared to fulfill his or her obligations in the teaching assignments.
- Visit and observe other classrooms on a regular basis as detailed in the integration plan.
- Email absences for any reason to the cooperating teacher, university supervisor, Director of Clinical Work, and STEP Director
- Request absences for special circumstances in writing from cooperating teacher, Director of Clinical Work, and STEP Director.

Videotaping
As part of the teacher candidates’ work for Stanford University they are required to videotape their teaching. The videotapes are kept by the student and by Stanford University and may be shared with other teacher educators and other teacher candidates to help them analyze and improve their teaching. Neither the students’ names nor the name of the school will be used in any reports or presentations of the video. A form will be sent to each parent for them to indicate if they are willing to have their child appear in the video.

Substitute Teaching
STEP teacher candidates may serve as substitute teachers for their cooperating teachers only, but not until the university supervisor has completed one formal observation, and the cooperating teacher, university supervisor, and STEP director of clinical work have given their written approval. Under certain non-routine circumstances, teacher candidates who have completed all of their subject matter competence requirements and have attained daily independent teaching status may be allowed to accept a paid long-term substitute teaching position if the position offers specific supports required by STEP and if the advisory team determines that the teacher candidate is prepared to meet students’ needs adequately. The position will be discussed with the cooperating teacher(s), university supervisor, school administration, and STEP teacher candidate before a final decision is reached. Final approval is given by STEP.

Extracurricular Activities
The teacher candidate should not receive assignments to extracurricular activities from the school. If the schedule permits, the STEP teacher candidate will attend a minimum of one department meeting and one faculty meeting per semester, parent-teacher conferences, and back-to-school events. STEP encourages teacher candidates to voluntarily participate in school activities if time permits. However, STEP teacher candidates should not be required to attend meetings that conflict with classes at Stanford.

Responsibilities of the University Supervisor
The university supervisor plays a vital role as a bridge between the two contexts, a mentor, and an evaluator of the candidate’s progress. As they pertain to the field placement, the supervisor’s responsibilities are to:

- Facilitate three-way meetings at the beginning of the placement and at the end of the quarter to discuss quarterly assessment and set goals
- Using the integration plan as a framework, communicate with the cooperating teacher and teacher candidate about how the principles of graduated responsibility are being enacted in the placement.
- Conduct at least nine formal observations during the academic year (one per quarter is videotaped)
- Complete quarterly assessment each quarter
- Facilitate information stream between Stanford and the cooperating teacher regarding candidate’s progress and needs.
- Recommend candidate for credential (spring)
- Report any concerns to STEP’s director of clinical work immediately
If you need to be in contact with STEP regarding any of the above or STEP Teacher candidate concerns, please call or email Ruth Ann Costanzo, Director for Clinical Work at (650) 725-1226 (rcostanzo@stanford.edu), or Ira Lit, Director of STEP Elementary at (650) 725-2221 (iralit@stanford.edu).
STANFORD TEACHER EDUCATION PROGRAM—ELEMENTARY
CLINICAL WORK AGREEMENT 2013-2014

Date ______________________

STEP Teacher Candidate name
(Print last name, first) ______________________ Signature

District ______________________
School ______________________ Grade Level ______________________

Cooperating Teacher
(Print last name, first) ______________________ Signature

Cooperating Teacher’s preferred email address ______________________ Cooperating Teacher’s preferred phone number ______________________

Administrator’s name
(Print last name, first) ______________________ Signature

STEP Supervisor
(Print last name, first) ______________________ Signature

STEP Director of Clinical Work
Ruth Ann Costanzo ______________________ Wk. phone (650) 996-0533

Director’s initials
Ira Lit ______________________ Date ______________________
(650) 725-2221
Teacher Candidate: ____________________________________________________________

Last name    First name

Teaching Assignment

School: ________________________________________________________________

Primary Course: __________________________________________________________

Title    Grade

Cooperating teacher: ______________________________________________________

Last name    First name

Secondary Course: _________________________________________________________

Title    Grade

Cooperating teacher: ______________________________________________________

Last name    First name

Weekly Planning Time: _____________________________________________________
Educators learn by studying, doing and reflecting, by collaborating with other professionals, by looking closely at pupils and their work, and by sharing what they see. The development of theoretically sound professional practice cannot occur either in college classrooms separated from engagement in practice or in school classrooms separated from knowledge and theories that result from rigorous scholarship. Professional learning in both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, and for talking about and evaluating the results of learning and teaching. The intersection of theory and practice occurs most productively when questions arise in the context of real work-in-progress, in schools and with pupils, informed by research and disciplined inquiry. The cooperating teacher and university supervisor provide direct support for the candidate as he/she works simultaneously in the two contexts.

This document describes the responsibilities of the teacher candidate, the cooperating teacher, and the university supervisor as they work in the clinical setting. The three work together to support the candidate’s growth as a novice teacher. Each teacher candidate teaches under the direct and continuing classroom supervision of an assigned cooperating teacher who is a credentialed, experienced member of the school faculty and is legally responsible for the class(es) assigned to the teacher candidate. The university supervisor is also an experienced, credentialed teacher who helps to bridge the teacher candidate’s classroom experience with STEP coursework. All three parties sign this agreement.

The teacher candidate co-teaches with the cooperating teacher in two different periods (primary and secondary). Initially, the cooperating teacher assumes primary responsibility for both classes and the teacher candidate remains in a supportive role. During independent student teaching, the teacher candidate takes responsibility for the primary course. The teacher candidate and cooperating teacher co-teach the secondary course until the end of the year, with the cooperating teacher taking primary responsibility.

The California Standards for the Teaching Profession (CSTPs) and Teaching Performance Expectations (TPEs) provide a framework for assessing and documenting the teacher candidate’s progress throughout the program. These standards inform the formal observations conducted by the university supervisor and the quarterly assessments completed by the cooperating teacher and university supervisor. In addition to the CSTPs, the candidates are also held to the professional standards and expectations as outlined in the following documents: the National Education Association (NEA) Code of Ethics and the Family Education Rights and Privacy Act (FERPA).

Graduated Responsibility

The structure of the STEP student teaching experience relies on the concept of graduated responsibility. In addition to observing instruction, the teacher candidates play an active role early in the placement, supporting individual students and small groups and implementing small learning segments with the support of the supervisor and cooperating teacher. Over time candidates extend their responsibility for planning, instruction, and assessment in the placement, taking ownership of learning segments that increase in length and complexity. Graduated responsibility ensures that guidance from experienced teachers shapes each candidate’s development, and it also allows the cooperating teacher and supervisor to share and refine their own practice. This structure encourages candidates to merge theory and practice in authentic ways.

Graduated responsibility eventually culminates in a sustained period of independent student teaching, which begins in the winter. This timing allows for the candidate to complete sufficient time and experience as an independent teacher to provide evidence for recommendation for the teaching credential. This process is personalized so that candidates, university supervisors, and cooperating teachers agree on a timeline that makes sense for each candidate based on his or her strengths and abilities as a developing teacher. The following documents support graduated responsibility:

- Building Relationships Between Teacher Candidate and Cooperating Teacher
- STEP Integration Plans (Fall, Winter/Spring)
- Graduated Responsibility in STEP
- Independent Student Teaching in STEP

The Joint Work of the Cooperating Teacher and Teacher Candidate

Together the cooperating teacher and the candidate move through all phases of the teaching cycle: planning, instructing, assessing, and reflecting. Throughout the year the two explore and practice the different strategies that can be utilized within each phase. The following are suggestions for ways the cooperating teacher can support the growth in each phase:

Planning:
• Articulate the intended educational goals and expected outcomes for the course.
• Discuss rationale for the focus and sequencing of the course.
• Co-plan lessons, units, curriculum, and assessments with teacher candidate throughout the academic year.
• Explore strategies to diagnose and address specific student needs.

Instructing:
• Co-teach with teacher candidate according to the teacher candidate’s readiness.
• Model a variety of teaching strategies for the teacher candidate.
• Provide opportunities for the teacher candidate to practice different teaching strategies to address students’ interests and needs.
• Demonstrate how to manage everyday tasks such as taking role, giving directions, and dealing with paperwork.

Assessing:
• Discuss and model different assessment techniques (e.g., objective tests, performance assessments, peer review, self assessment, journals, portfolio, etc).
• Examine student work to identify to what extent the learners reached the educational goals and to guide future planning.

Reflecting:
• Co-reflect about daily lessons and encourage the teacher candidate to reflect on the effectiveness of the teaching technique(s) for the learners.
• Provide multiple opportunities to self-assess teaching
• Make thinking visible and share thoughts about the outcome of a lesson.
• Emphasize the teacher candidate’s strengths and give constructive, specific feedback about areas for improvement.
• Discuss strategies and help set goals for the teacher candidate to address specific areas for improvement.

Graduated responsibility allows for candidates to develop at different rates throughout the year and within each phase of the teaching cycle. For example, a teacher candidate may be comfortable at utilizing different instructional strategies but still need considerable support in developing assessments. By mentoring the teacher candidate in the ways described above, the cooperating teacher will support the teacher candidate’s move into the primary teaching role for the primary course. As the candidate takes on more responsibility in the class, the cooperating teacher plays a more supportive role. The two continue to plan and debrief on a regular basis. By winter, the teacher candidate should already have experienced significant responsibility for multiple components of the curriculum.

The cooperating teacher, the university supervisor, STEP’s director of clinical work, and director determine the appropriate time for the candidate to begin independent student teaching in the primary course. Independent student teaching begins well before the final eight weeks of the school year. Although the candidate assumes responsibility for the classroom during independent student teaching and may be left in charge of the classroom, the cooperating teacher remains the "teacher of record" throughout the academic year. For more information, see “Independent Student Teaching in STEP.”

Responsibilities of the Cooperating Teacher
• Meet with teacher candidate and university supervisor (three-way meeting) at the beginning of the placement and at the end of each quarter
• Review the STEP handbook
• Observe the candidate’s teaching to collect evidence for quarterly assessment (use suggested observation tools found in the STEP handbook). Make your thinking visible before, during, and after class.
• Maintain proactive, ongoing communication with the supervisor about the candidate’s progress. The supervisor and cooperating teacher together monitor the candidate’s graduated responsibility trajectory. Should concerns arise, the supervisor should be notified immediately to determine how best to support the candidate. If necessary, the STEP Director of Clinical Work may provide additional guidance.
• Complete three quarterly assessments and upload them to Tk20 (http://stanford.tk20.edu) by the following dates: Monday, December 9, 2013, Monday, March 17, 2014, Monday, June 2, 2014. (Note: The teacher candidate will not receive a grade for Seminar until each quarter report is received, and all reports for the year must be received before a he or she can graduate.)
• Discuss the content of the quarterly assessment with the teacher candidate and set future learning goals.
Responsibilities of the Teacher Candidate

The teacher candidate maintains a professional presence while at the school site, communicating and relating with colleagues, students, and families.

- Be present and at the school site for about 20 hours per week for the full academic year; be prepared to fulfill his or her obligations in the teaching assignments.
- Maintain prompt and regular attendance and conscientious out-of-class preparation for teaching responsibilities
- Maintain up to date records of curricular plans; abide by school policies; meet administrative due dates;
- Visit and observe other classrooms on a regular basis as detailed in the integration plan.
- Email absences for any reason to the cooperating teacher, university supervisor, director of clinical work, and director
- Request absences for special circumstances in writing from the cooperating teacher, director of clinical work, and director

Videotaping

As part of the teacher candidates’ work for Stanford University they are required to videotape their teaching. The videotapes are kept by the student and by Stanford University and may be shared with other teacher educators and other teacher candidates to help them analyze and improve their teaching. Neither the students’ names nor the name of the school will be used in any reports or presentations of the video. A form will be sent to each parent for them to indicate if they are willing to have their child appear in the video.

Substitute Teaching

STEP teacher candidates may serve as substitute teachers for their cooperating teachers only, but not until the university supervisor has completed one formal observation, and the cooperating teacher, university supervisor, and STEP director of clinical work have given their written approval. Under certain non-routine circumstances, teacher candidates who have completed all of their subject matter competence requirements and have attained daily independent teaching status may be allowed to accept a paid long-term substitute teaching position if the position offers specific supports required by STEP and if the advisory team determines that the teacher candidate is prepared to meet students’ needs adequately. The position will be discussed with the cooperating teacher(s), university supervisor, school administration, and STEP teacher candidate before a final decision is reached. Final approval is given by STEP.

Extracurricular Activities

The teacher candidate should not receive assignments to extracurricular activities from the school. If the schedule permits, the STEP teacher candidate will attend a minimum of one department meeting and one faculty meeting per semester, parent-teacher conferences, and back-to-school events. STEP encourages teacher candidates to voluntarily participate in school activities if time permits. However, STEP teacher candidates should not be required to attend meetings that conflict with classes at Stanford.

Responsibilities of the University Supervisor

The university supervisor plays a vital role as a bridge between the university and clinical context, a mentor, and an evaluator of the candidate’s progress. As they pertain to the field placement, the supervisor’s responsibilities are to:

- Facilitate three-way meetings at the beginning of the placement and at the end of the quarter to discuss quarterly assessment and set goals
- Using the integration plan as a framework, communicate with the cooperating teacher and teacher candidate about how the principles of graduated responsibility are being enacted in the placement.
- Conduct at least nine formal observations during the academic year (one per quarter is videotaped)
- Complete quarterly assessment each quarter
- Facilitate information stream between Stanford and the cooperating teacher regarding candidate’s progress and needs.
- Recommend candidate for credential (spring)
- Report any concerns to STEP’s director of clinical work immediately

If you need to be in contact with STEP regarding any of the above or STEP Teacher candidate concerns, please call or email Rachel Lotan, Director of STEP Secondary at (650) 723-5992 (rlotan@stanford.edu) or Ruth Ann Costanzo, Director of Clinical Work at (650) 725-1226 (rcostanzo@stanford.edu).
# STANFORD TEACHER EDUCATION PROGRAM-SECONDARY

## CLINICAL WORK AGREEMENT 2013-2014

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<tr>
<td>Ruth Ann Costanzo</td>
<td>(650) 996-0533</td>
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<td>Rachel Lotan</td>
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<td>(650) 723-5992</td>
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Conceptual Framework

Vision and Mission

Aiming to enable all people to achieve maximum benefit from their educational experiences, the Stanford University Graduate School of Education (GSE) seeks to continue as a world leader in ground-breaking, cross-disciplinary inquiries that shape educational practices, their conceptual underpinnings, and the professions that serve the enterprise. The School seeks to develop the knowledge, wisdom, and imagination of its students, who assume leadership positions and improve the quality of education around the globe.

Philosophy, Purposes, and Goals

The work of the GSE rests on the belief that the goal of the educational enterprise is the success of all pupils, and that this goal should organize the connected work of both researchers and practitioners. The School seeks to develop educators’ professional knowledge and expertise to enable all pupils to reach intellectually and academically challenging learning goals. The School’s work is based on the assumption that such knowledge and skill develop through studying, acting, and reflecting in professional communities of educators. Educators act to foster and sustain a democratic and just society in the construction, development, and use of knowledge. Education is, therefore, both a moral and political act.

GSE faculty and students seek to apply rigorous methods of research and scholarship to address the challenges that arise in a variety of learning contexts and educational endeavors. The elevation of the teaching profession is among the institution’s goals. Consistent with these commitments, the Stanford Teacher Education Program (STEP) has the primary goal of preparing and supporting teachers who can create equitable classrooms and schools in which all learners meet high intellectual, academic, and social standards.

STEP is a 12-month post-baccalaureate course of study for prospective elementary and secondary teachers. The program combines a full year of student teaching with 45 credits of graduate coursework leading to a Master of Arts in Education and a California Preliminary Multiple Subject or Single Subject Teaching Credential. STEP’s small cohort size¹, access to accomplished K-12 and university faculty, and coherent design offer focused coursework interwoven with hands-on teaching experience, sustained mentoring, and personalized advising. The program advocates teaching that is content-based and context-responsive, with a strong emphasis on both the development of content-specific pedagogy and preparation to teach culturally and linguistically diverse learners. The program supports the preparation of reflective practitioners who work collaboratively with other educators to inquire into learning, refine their teaching, and solve common problems of practice.

Key Knowledge and Theories

¹ 60–80 candidates in the Single Subject Program and up to 25 in the Multiple Subject Program
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<td>CHILD DEVELOPMENT in and beyond schooling</td>
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**Integrating the Garden into the Elementary Curriculum**

- Supporting English language learners;
- Equity, Diversity, and Social Justice;
- Content Standards
- Designing instruction for learning: PIAR cycle (Planning-->Instruction-->Assessment-->Reflection-->Planning)
# STEP Secondary Curriculum: 2013-2014

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<th>FALL</th>
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PACT expresses appreciation to the following for their work on PACT and the English-Language Arts Teaching Event:

**English-Language Arts Development Team**
Terry Underwood, Chair  
Steve Athanases  
Judi Conroy  
Pauline Holmes  
Jill Kerpa Mora  
Melanie Sperling

**English-Language Arts Benchmarkers and Statewide Trainers**
Steve Athanases  
Jan Bergamini  
Claudia Chavez  
Judi Conroy  
Helen Duffy  
Pauline Holmes  
Patti Mortenson  
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**Use of PACT Scores**

Individual candidates’ PACT scores, like other licensing test scores and academic records, are confidential and should not be released without the prior consent of individual teachers to employers or induction programs.
Overview of the PACT Teaching Event

Focus on student learning
In this Teaching Event, you will show the strategies you use to make English-language arts 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 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 in a daily multi-hour block, then you may do additional instruction within this time period that is not included in the learning segment because it is directed at different learning goals. If you teach English-language arts 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 support students in developing an understanding and interpretation of complex text and in creating a written product responding to text. (The complexity of a text is defined in relationship to the level of skill that your students bring to it.) 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 pages 20-22.

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

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

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

<table>
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<tr>
<th>Teaching Event Task</th>
<th>What to Do</th>
<th>What to submit</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Context for Learning</strong> (TPEs 7,8)</td>
<td>✓ Provide relevant information about your instructional context and your students as learners of English-language arts.</td>
<td>□ Context Form</td>
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<td>□ Context Form</td>
<td>□ Context Commentary</td>
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<tr>
<td><strong>2. Planning Instruction &amp; Assessment</strong> (TPEs 1,2,3,4,6,7,8,9, 10,12)</td>
<td>✓ Select a learning segment of 3-5 hours of instruction that supports students in developing an understanding and interpretation of complex text and in creating a written product responding to text.</td>
<td>□ Lesson Plans for Learning Segment</td>
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<tr>
<td></td>
<td>✓ Create an instruction and assessment plan for the learning segment and write lesson plans.</td>
<td>□ Instructional Materials</td>
</tr>
<tr>
<td></td>
<td>✓ Write a commentary that explains your thinking in writing the plans.</td>
<td>□ Planning Commentary</td>
</tr>
<tr>
<td></td>
<td>✓ Record daily reflections, to submit in the reflection section of the Teaching Event.</td>
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</tr>
<tr>
<td><strong>3. Instructing Students &amp; Supporting Learning</strong> (TPEs 1,2,3,4,5,6,7,10, 11)</td>
<td>✓ Review your plans and prepare to videotape your class. Identify opportunities to a) present or review a concept, process, or content that is needed during the learning segment; and b) extend student thinking and response through unscripted teacher-student interaction.</td>
<td>□ Video Clips</td>
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<td></td>
<td>✓ Videotape the lessons you have identified.</td>
<td>□ Video Label Form</td>
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<tr>
<td></td>
<td>✓ Review the videotape to identify two video clips portraying the required features of your teaching. The total running time of each clip should not exceed 10 minutes.</td>
<td>□ Planning Commentary</td>
</tr>
<tr>
<td></td>
<td>✓ Write a commentary that analyzes your teaching and your students’ learning in the video clips.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Assessing Student Learning</strong> (TPEs 2,3,4,5,13)</td>
<td>✓ Select one student assessment from the learning segment and analyze student work.</td>
<td>□ Student Work Samples</td>
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<tr>
<td></td>
<td>✓ Identify three student work samples that illustrate class trends in what students did and did not understand.</td>
<td>□ Evaluative Criteria or Rubric</td>
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<tr>
<td></td>
<td>✓ Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual learning of two students represented in the work samples, describes feedback to students, and identifies next steps in instruction.</td>
<td>□ Assessment Commentary</td>
</tr>
<tr>
<td><strong>5. Reflecting on Teaching &amp; Learning</strong> (TPEs 7,8,13)</td>
<td>✓ Provide your daily reflections.</td>
<td>□ Daily Reflections</td>
</tr>
<tr>
<td></td>
<td>✓ Write a commentary about what you learned from teaching this learning segment.</td>
<td>□ Reflective Commentary</td>
</tr>
</tbody>
</table>
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 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 to support students in developing an understanding and interpretation of complex text and in creating a written product responding to text.
- 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**. The form is located after the instructions for this task.
- Respond to each of the prompts in the Context Commentary.

**Context Commentary**
Write a commentary of **3-5 single-spaced pages** (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed. (If you’re responding via an electronic platform, your 3 to 5 pages may appear as text boxes for individual questions.) Please see pages 23-24 for other 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 English – untracked, American Literature – College Prep) and the organization of the subject in the 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 written 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.

**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. Please complete the following table about your English Learners’ latest CELDT scores (if available):

<table>
<thead>
<tr>
<th># of Students at Each CELDT Level in Different Modalities</th>
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<tbody>
<tr>
<td>Score Level</td>
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<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Beginning</td>
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<tr>
<td>Early Intermediate</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Early Advanced</td>
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<tr>
<td>Advanced</td>
</tr>
</tbody>
</table>

7. How many students have Individualized Education Plans (IEPs) or section 504 plans? _____

8. What is the grade-level composition of the class? ________________________________

**About the school curriculum and resources**

9. Describe any specialized features of your classroom setting, e.g., bilingual, Sheltered English.
10. If there is a particular textbook or instructional program you primarily use for English/language arts 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 English/language arts 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 develop students’ understanding and interpretation of complex text and support them in creating a written product responding to text.
- Identify objectives for developing academic language, taking into account students’ prior language development and the language demands of the learning tasks and assessments.
- 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 or the optional lesson plan format provided. 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.

- Submit 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. If any of these are included from a textbook, please provide a copy of the appropriate pages. If any of these items are longer than four pages, provide a summary of relevant features in lieu of a photocopy. (TPEs 1, 2, 4, 7, 9)
✓ Label each document or group of documents with a corresponding lesson number.

✓ Provide appropriate citations for all materials whose sources are from published text, the Internet, or other educators.

✓ Respond to each of the prompts in the Planning Commentary.

✓ Record a **daily reflection** after teaching each lesson by responding to the following prompts:  (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 submitted with Task 5. Reflecting on Teaching & Learning.**

---

**Planning Commentary**

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

1. What is the central focus of the learning segment? Apart from being present in the school curriculum, student academic content standards, or 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. Please provide the title, author, and a short discussion (about a paragraph) of salient features of the text(s) used during your learning segment. What would a reviewer who is unfamiliar with the text(s) need to know about them in order to understand your instruction? These might include such things as the genre, theme, plot, or linguistic features. If there is more than one text, indicate the lesson(s) where each text will be the focus.

4. How do key learning tasks in your plans build on each other to support student learning of how to understand, interpret, and respond to complex text, 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)

5. 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)

6. Consider the language demands\(^1\) 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?

7. 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)

8. 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)

\(^1\) Language demands can be related to vocabulary, features of text types such as narrative or expository text, or other language demands such as understanding oral presentations.
Task 2. **Lesson Plan Template (Optional)**

You may use the lesson plan format preferred by your program if it includes the following information or you add any missing information. Otherwise, please use this format for your lesson plans, using as much space as you need.

**Lesson ____**

If you are using multiple texts, indicate the text on each lesson plan.

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

English Language Development (ELD) standards (if applicable): (TPE 1)

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

Formal and Informal Assessments: (TPE 2)

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

Resources and Materials: (TPEs 4,9)
Task 3. Instructing Students & Supporting Learning

Purpose
The Instructing Students & Supporting Learning task illustrates how you work with your students to understand, interpret, or respond to a complex text. It provides evidence of your ability to engage students in meaningful English-language arts tasks and monitor their understanding.

Overview of Task
- Examine your plans for the learning segment and identify learning tasks in which students are actively engaging in learning a key concept, process, or content and/or are discussing a complex text.
- Videotape one or more of these tasks.
- View the video(s) to check the quality, analyze your teaching, and select the most appropriate video clips to submit.

What Do I Need to Do?

Videotape your classroom teaching
- Provide **two video clips of no more than ten minutes each**. The clips should include interactions between and among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)
- The first clip should illustrate what you did as a teacher to prepare the students to understand, interpret or respond to a complex text. The clip should show how you help students understand a concept (e.g., the function of a thesis statement in an essay), process (e.g., the use of context and etymological clues to understand the meaning of an unfamiliar word), or content (e.g., historical context for the text) that is needed during the learning segment.
- The second clip focuses on a discussion of a text. It should extend student thinking about and response to a text through teacher-student and student-student interaction. (This should be a discussion to get at the ideas in the text and should not be a pre-scripted discussion from a packaged curriculum.) Evidence of teacher interactions with at least three students should be present on the videotape.

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.
- Both you and your students should be visible and clearly heard on the video submitted.
- Tips for videotaping your class are available on the PACT website, [www.pacttpa.org](http://www.pacttpa.org).
- Before you videotape, ensure that you have the appropriate permission from the parents/guardians of your students and from adults that appear on the videotape.
✓ Provide a copy of any relevant writing on the board, overhead, or walls if it is not clearly visible on the video. Attach this document to the Instruction Commentary.

✓ Complete the Video Label Form and either attach it to the videotape or put it in a folder with the video files. The form is located after the instructions for this task.

✓ Respond to each of the prompts in the Instruction Commentary.

**Instruction Commentary**

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

1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after 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 understanding, interpreting, and/or responding to a complex text? 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)
Task 3. **Video Label Form**

Candidate ID # ________________________________

Clip #1

Lesson from which video came: Lesson # ____

Focus of Clip (Check all that apply.)

☐ Instruction with respect to a concept
☐ Instruction with respect to a process
☐ Instruction with respect to content

Clip #2

Lesson from which video came: Lesson # ____

If Electronic, Video Format of Clips: *(check one)*

☐ Quicktime
☐ Real One
☐ Windows Media Player
☐ Other *(please specify)* ________________________________
Task 4. Assessing Student Learning

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

Overview of Task
- Summarize and analyze meaningful patterns in whole class performance on a selected student assessment from the learning segment. The assessment should be the work of individuals, not groups.
- Demonstrate a variety of student performances for the assessment using three student work samples, including any feedback you wrote directly on the work.
- Analyze the performance of two individual students and diagnose individual learning needs.

What Do I Need to Do?
- Provide a copy of the directions/prompt for the assessment, if these are not apparent from the student work samples.
- Collect student work from your entire class. Analyze the student work to identify patterns in understanding across the class.
- Provide any evaluative criteria (or rubric) that you used to assess the student work. Evaluative criteria are performance indicators that you use to assess student learning. Categories of evaluative criteria include understanding the author’s use of imagery, or use of evidence from the text to support an interpretation.
- 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. If multiple drafts of the assessment were collected, you may include all drafts as the work sample.
- Label these work samples as “Work Sample 1”, “Work Sample 2”, and “Work Sample 3”. Be sure that reviewers can distinguish any written feedback to students from the students’ written work.

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2 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.
Document your feedback to these three students, either as individuals or as part of a larger group. If it is not written directly on the work sample, provide a copy of any written feedback or write a summary of oral feedback (summary may be included with Commentary prompt #5 below).

Respond to each of the prompts in the Assessment Commentary.

**Assessment Commentary**

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

1. Identify the specific standards/objectives measured by the assessment chosen for analysis. You may just cite the appropriate lesson(s) if you are assessing all of the standards/objectives listed.

2. Create a summary of student learning across the whole class relative to your evaluative criteria (or rubric). Summarize the results in narrative and/or graphic form (e.g., table or chart). Attach your rubric or evaluative criteria, and note any changes from what was planned as described in Planning commentary, prompt 6. (You may use the optional chart provided following the Assessment Commentary prompts to provide the evaluative criteria, including descriptions of student performance at different levels.) (TPEs 3, 5)

3. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples 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 your students. If different, describe any individualized next steps for the
two students whose individual learning you analyzed. These next steps may include a specific instructional activity or other forms of re-teaching to support or extend continued learning of objectives, standards, central focus, and/or relevant academic language for the learning segment. In your description, be sure to explain how these next steps follow from your analysis of the student performances. (TPEs 2, 3, 4, 13)
Task 4. **Summary of Student Learning Chart**  
(Optional)

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

<table>
<thead>
<tr>
<th>Evaluative Criteria Category</th>
<th>Characteristics of Student Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Level 1</td>
<td>(provide description of student performance) &amp; % of class</td>
</tr>
<tr>
<td>Performance Level 2</td>
<td>(provide description of student performance &amp; % of class)</td>
</tr>
<tr>
<td>Performance Level 3, etc.</td>
<td>(provide description of student performance &amp; % of class)</td>
</tr>
</tbody>
</table>

The boxes indicating levels of student performance should include key characteristics of student work at that level, as well as the approximate percentage of the class performing at that level.
Task 5. **Reflecting on Teaching & Learning**

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

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

**What Do I Need to Do?**
- Submit the daily reflections that were completed as part of Task 2. Planning Instruction & Assessment.
- Respond to each of the prompts in the Reflection Commentary.

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

1. When you consider the content learning of your students and the development of their academic language, what do you think explains the learning or differences in learning that you observed during the learning segment? Cite relevant research or theory that 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 English-language arts 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)
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.

**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.
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.

Commentaries Submitted on Paper
Commentaries are your written descriptive, analytic, and reflective responses to specific prompts in the Teaching Event directions. Commentaries should be in the following format.

- Typed or word processed on 8.5” by 11” white paper in black ink
- Font size should be at least 12 point size and an easily readable font (e.g., Times, Times New Roman, or Arial; not italics)
- Length kept within suggested page limits, which are based on previous experience with Teaching Event submissions. Suggested page lengths are based on single spaced text, with a blank line between paragraphs, 1” margins, and include copies of the prompts.
- Individual pages should not be enclosed in plastic page protectors.

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

- Video formats will be specified by your program based on the formats that it can accept. Select appropriate equipment based on your program’s requirements.
- 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 avoid wobbling.
- Further recommendations for videotaping your class are available in Procedures for Classroom Videotaping, located on the PACT website, www.pacttpa.org.

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.

- 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 removed with correcting fluid, tape, or marker prior to copying/scanning.
- Label work samples as Work Sample 1, 2, or 3.
Documentation of Lessons
Documentation of lessons such as lesson plans, handouts, assessments, rubrics, overhead transparencies, or other instructional materials will be submitted with various Teaching Event tasks to demonstrate the events that occurred in the learning segment. Documentation should be submitted in the following format.

- Label all documents with a number corresponding to the relevant lesson plan(s).

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. Page numbers may be handwritten on paper copies.

Candidate Identification Number
Label all pages of the paper copy of your Teaching Event (commentaries, student work samples, and lesson documentation) with your Candidate ID number, which will be given to you by your program. If you use a word processor, include your Candidate ID number as a running header or footer on every page. You may find it saves time to print a sheet of labels containing your Candidate ID number and apply the labels in the top or bottom margin of student work samples and lesson documentation.

Electronic Format for Teaching Events
Each program using an electronic submission format may provide additional guidelines for completing the Teaching Event that are specific to its electronic format. However, if you use a mixed format (i.e., part electronic and part paper), submit two copies of any paper portions (e.g., student work samples).

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.
Teaching Event Authenticity Sign-Off Form

Submit this form with your completed Teaching Event.

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

Attestation by Credential Candidate

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

___________________________  ___________________________  _____________
Teacher Candidate’s Signature  Teacher Candidate’s Name (printed)  Date

_________________________
Teacher Candidate  ID #

Attestation by University Supervisor

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

___________________________  ___________________________  _____________
University Supervisor’s Signature  University Supervisor’s Name (printed)  Date
Checklist for Assembling Your Teaching Event

For the paper copy of your Teaching Event, place the following materials in the order listed. If you are constructing an electronic Teaching Event, make sure that all of the following are included. Your program will give you instructions for submitting the Teaching Event Authenticity Sign-Off Form. In addition, you should complete the PACT Demographic Survey according to instructions from your program.

**Required Forms** (these can be downloaded from [www.pacttpa.org](http://www.pacttpa.org))
- Teaching Event Authenticity Sign-Off Form
- Checklist for Assembling Your Teaching Event

**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
- Video Label Form
- 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

Submit Two Copies to Your Program

☐ To enable ongoing validation of the assessment process across multiple campuses, you need to submit **TWO** copies of all text submitted as a paper copy (e.g., student work, instructional materials) and all video. If your Teaching Event is submitted via electronic files on a CD, submit two copies of the CD. You need not submit multiple copies of electronic Teaching Event materials that are stored electronically on a common platform.

☐ Follow the instructions from your program as to when and where your Teaching Event should be submitted.

Organizing your Teaching Event for Submission (non-Electronic)

☐ Organize the commentaries and paper documentation in the order shown in the Checklist for Assembling Your Teaching Event.

☐ Fasten all pages together in order. **Do not** submit pages in plastic protectors.

☐ Place all materials (Teaching Event documentation, video, and/or CD) into a large envelope. Follow your program’s instructions for submitting the Teaching Event Authenticity Sign-Off Form.

☐ Write your candidate ID number on the outside of the envelope.

☐ Retain for your own records a complete copy of your Teaching Event, including:
  1) Computer file copies of all commentaries and other materials created by you
  2) Paper copies of materials from other sources (e.g., student work, assessment instruments)
  3) A copy of the videotape or file(s) with the video clip(s)

Electronic Teaching Events

☐ Follow the directions provided by your program for format specifications.

☐ Provide two sets of paper copies of all documents if you are submitting a mixed format Teaching Event.

☐ Follow your program’s instructions for submitting a copy of the Teaching Event Authenticity Sign-Off Form if you are completing an electronic Teaching Event.
Teaching Performance Expectations (TPEs)

A. Making subject matter comprehensible to students
   TPE 1. Specific Pedagogical Skills for Subject Matter Instruction

B. Assessing student learning
   TPE 2. Monitoring Student Learning During Instruction
   TPE 3. Interpretation and Use of Assessments

C. Engaging and supporting student learning
   TPE 4. Making Content Accessible
   TPE 5. Student Engagement
   TPE 6. Developmentally Appropriate Teaching Practices
   TPE 7. Teaching English Learners

D. Planning instruction and designing learning experiences for students
   TPE 8. Learning about Students
   TPE 9. Instructional Planning

E. Creating and maintaining effective environments for student learning
   TPE 10. Instructional Time
   TPE 11. Social Environment

F. Developing as a professional educator
   TPE 12. Professional, Legal, and Ethical Obligations
   TPE 13. Professional Growth

The full text of the TPEs can be downloaded from www.pacttpa.org.
Educators learn by studying, doing, and reflecting; by collaborating with other professionals; by looking closely at pupils and their work; and by sharing what they see. The development of theoretically sound professional practice cannot occur either in college classrooms divorced from engagement in practice or in school classrooms divorced from knowledge and theories that result from rigorous scholarship. Professional learning in both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, for talking about and evaluating the results of learning and teaching. The intersection of theory and practice occurs most productively when questions arise in the context of real work-in-progress, in schools and with pupils, informed by research and disciplined inquiry.

These principles underlie the programmatic design of STEP, which brings together university- and school-based curricula. This design integrates the many areas of knowledge that inform effective teaching and provides opportunities for observing, planning, and practicing pedagogical approaches in multiple clinical contexts. The capacity to look at classroom events empirically and analytically and to merge theory and practice is critical to the process of effective teaching and leadership. To be constructive, this reflection is informed by knowledge about learning and teaching and based upon the effects of one's actions on learners.

Because of the situated nature of educational decision-making, STEP’s design reflects the idea that learning to teach involves learning about practice in practice. Theories and methods encountered in coursework resonate with practices encountered in the field and vice versa, a consistency supported by strong relationships with partner schools in which candidates complete their field placements. This integration of coursework and fieldwork provides opportunities to connect theory and practice, particularly when course assignments draw on and inform the candidate’s work in the clinical setting. Learning from practice is most effective when supported by the guidance of experienced practitioners who model effective teaching practices and provide targeted feedback to candidates. Cooperating teachers and supervisors serve as expert veterans who lead candidates through a process of graduated responsibility in the clinical placement over the course of an entire academic year.

The GSE’s approach to education assumes that learning takes place within professional communities of practice. Researchers and practitioners alike need to know how to strengthen their practice through sustained collaboration, an important feature of learning experiences throughout the School of Education. To support their own ongoing learning, educators collaborate with colleagues to plan, assess, reflect upon, and improve practice.

**Candidate Proficiencies**

If educators are to ensure success for pupils who learn in different ways, have different intellectual and academic strengths, and encounter a variety of learning challenges, then those educators must know a great deal about the learning process and have a wide repertoire of teaching tools at their disposal. They must be responsive to the diverse needs of individual pupils and aware of the social, economic, and political contexts that inform classroom teaching. STEP seeks to connect knowledge of learning, teaching, and the social contexts of education to the core
tasks of teaching: diagnosis of student strengths, interests, and needs, planning, instruction, and assessment of learning.

STEP uses criteria for candidates’ performance that are aligned with national, state, and institutional standards. These standards include the California Standards for the Teaching Profession (CSTPs), the Teaching Performance Expectations (TPEs), the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

STEP candidates demonstrate an understanding of how pupils learn and grow, how they acquire language, how they develop literacy in all content areas, and how they grow physically, socially, emotionally and intellectually as individuals. Candidates show that they possess strong content knowledge in the discipline(s) they plan to teach, as well as a repertoire of ways to teach that content to diverse learners. STEP’s emphasis on content-specific pedagogy includes the capacity to identify and use appropriate technological resources and tools to support learning in the disciplines. Additionally, candidates demonstrate their ability to use a variety of formal and informal assessments to analyze what pupils have learned and to use this information to shape subsequent planning and instruction.

STEP further requires that candidates provide evidence that they can create classroom communities that support all learners and value their contributions. Candidates also demonstrate an understanding of diverse cultures and the ability to enact culturally responsive pedagogy. They demonstrate the use of collaborative classroom structures that cultivate productive interactions among pupils and support shared learning. Candidates build equitable classrooms that sponsor rich discourse among academically and linguistically diverse learners and press for disciplined reasoning on the part of all students. Candidates know how to communicate with families about students’ progress and how to tap the funds of knowledge that students bring to the classroom. They understand how to work with parents and families to learn more about their students and to shape supportive experiences at school and home.

Finally, candidates are able to analyze and reflect on their practice. Individually and with others, they assess the effects of their work to refine and improve their practice. This reflection is based on specific evidence of student learning, drawn from multiple sources of information that include classroom observation, written assessments and other student work, the feedback of peers and expert practitioners, and video records of classroom practice. Candidates develop these abilities in the context of a professional identity based on an ethos of care and a concern for ethical and moral behavior, as well as a commitment to the highest standards of professional conduct in working with students, families, and colleagues.

**Description of Assessment System**

STEP uses an assessment system that provides comprehensive and systematic data on individual candidate qualifications and performance, as well as data about curriculum and program outcomes. STEP considers admissions criteria for the assessment of candidates’ subject matter preparation and their potential to become effective beginning teachers. Throughout the year
STEP uses a variety of formative assessments, including course assignments and quarterly assessments of clinical work, to document candidates’ professional growth.

The summative assessment for all candidates is the Performance Assessment for California Teachers (PACT), which requires candidates to assemble documentation of their teaching practice in specific content areas. Single Subject candidates present evidence of their teaching in the content area for which they are being credentialed, and Multiple Subject candidates document their teaching of four key content areas—Literacy, Mathematics, History/Social Science, and Science. Candidates must also meet Stanford University’s requirements for the Master of Arts degree, as well as state-approved requirements for the Preliminary Credential. After candidates have completed the program, STEP administers a variety of survey instruments to collect data from graduates and employers, and uses this information to inform program improvement.

**Changes to Conceptual Framework**

Two major programmatic changes have contributed to the revision of the conceptual framework. Since the last accreditation cycle, GSE’s Prospective Principals Program has been discontinued, and STEP has expanded to include a Multiple Subject Credential program.

The current conceptual framework also reflects the centrality of assessment, both the ability of teacher candidates to assess the learning of their own pupils, as well as the ability of the teacher preparation program to assess candidates’ preparedness for the teaching profession. The addition of PACT to STEP’s assessment system has substantially enhanced the program’s ability to draw on reliable sources of evidence in evaluating the program’s effectiveness in preparing beginning teachers.
Council of Partner Schools

The Council of Partner Schools is a collaboration among a group of K-12 schools and STEP committed to enhancing student achievement and narrowing the achievement gap. The partnership facilitates the sharing of resources to explore and improve our joint work in these three domains in both university and K-12 settings:

- attracting, developing, and retaining teachers
- improving teaching and learning
- examining organizational structures

**Partners**

Partner Schools and STEP have the following characteristics:

- A shared commitment to prepare and support teachers to work with all students to achieve intellectually, academically, and socially in equitable schools and classrooms
- Engagement in continual efforts to improve teaching and learning for all students and to narrow the achievement gap
- The prevalence of academically rigorous curricula, and theoretically and empirically supported pedagogical practices
- A professional environment allowing for continuous development of school and university faculty
- Geographic proximity to each other

**Partner Responsibilities**

- Create a stable team of administrator(s) and faculty to represent the organization at Council functions and annually identify those representatives to the Council
- Attend Council of Partner Schools meetings
- Participate actively in working sessions that focus on the three domains above
- Work collaboratively to support the development of STEP teacher candidates
- Host and attend Grand Rounds visits at Partner School sites
- Identify schools or institutions who share the characteristics of the current partners

**Benefits**

- Partner Schools have a forum to share common issues and concerns and learn from one another and share resources
- Partner Schools are eligible to participate in professional development opportunities sponsored by Stanford.
- Partner Schools participate in Grand Rounds visits
- Partner Schools and STEP staff and faculty have the opportunity to conduct research that will inform their practice.
- STEP teacher candidates can be placed and hired in Partner Schools

11/09/2007
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<th>PRE-FALL</th>
<th>FALL</th>
<th>WINTER</th>
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<tr>
<td>Foundations of Academic Language (English only)</td>
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Integrating the Garden into the Elementary Curriculum

- Supporting English language learners;
- Equity, Diversity, and Social Justice;
- Content Standards
- Designing instruction for learning: PIAR cycle (Planning --> Instruction --> Assessment --> Reflection --> Planning)
# STEP Secondary Curriculum: 2013-2014

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<td><strong>Language Policies and Practices (EDUC388A)</strong></td>
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<td><strong>Pedagogical Strategies</strong></td>
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<td><strong>Classroom Management &amp; Leadership (EDUC244)</strong></td>
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<td><strong>Practicum &amp; Student Teaching</strong></td>
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<td>Placement 1</td>
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STEP ED 219E:
CREATIVE ARTS in ELEMENTARY CLASSROOMS

Instructors:
Susan Freeman – freewrite47@gmail.com
Dey Rose (Theater Arts) – deyr@stanford.edu

Course Times & Location:
AUGUST 21 – SEPTEMBER 19, 2013
CERAS 204
Wednesdays – 12:30 - 2:30pm
Thursdays – 2:15 – 3:45pm
[NO CLASS on Th. 9/5]
There will be 3 classes in the final week:
M 9/16, W 9/18 & Th 9/19

Welcome to Creative Arts in Elementary Classrooms!
This course is an introduction to arts education as a vibrant pathway to learning for all K-6 students. Through interactive, collaborative “studio” sessions, STEP candidates will directly engage in making art and making meaning in and through the arts. "Seminar" sessions invite us to explore the parallels between artistic thinking and an interdisciplinary, inquiry approach to academic learning. We will experience the impact of integrating the Visual and Performing Arts with Language Arts and discover connections between our creative selves and the artistry of teaching. This is a hands-on course: come prepared to have fun, think deeply, and collaborate!

Course Objectives:
The goal of the Creative Arts course is to expand your understanding of how the arts can effectively inspire students’ full engagement in meaningful learning, support equity and culturally responsive teaching, and provoke critical thinking and a sense of wonder in the classroom. In today's K-5 classrooms, learning often occurs in the context of standardized curriculum, rigid time constraints, and high-stakes testing. The arts provide opportunities for going deeper with learning while building a strong foundation for problem solving, communication, collaboration, and community in our classrooms.

Before we can teach the arts, we need to experience the arts, not only to learn what to do with materials and processes, but to also know first-hand the relationship between arts thinking and academic learning. In this way, we learn IN and THROUGH the arts, and we can anticipate the questions and challenges our young students might encounter as they work in the arts across the K-6 curriculum.

To do this, our focus will be on...

• understanding the relationship between sensory learning, cognition, & aesthetic experience
• discovering and creating IN and THROUGH the Visual and Performing Arts
• developing a conceptual framework for teaching & learning in the arts to make connections between arts learning, integrating curriculum, and the Common Core State Standards;
• exploring instructional strategies, arts integration practices, arts classroom management, assessment, lesson planning, and advocacy for arts education.
Assignment #1:
Assessing English language proficiency

(NOTE: Please see “History Section Addendum” for revisions to this assignment!)
This assignment involves a face-to-face meeting with an ELL student. Plan the activities and watch the
clock so that you are able to limit that meeting to about 30 minutes. Keep in mind that one of your tasks
is to find a ceiling for your student: in order to accurately assess their level, you need to know what they
cannot do. However, you should always end the meeting on a positive note, finishing with a positive
evaluation, small talk and a friendly interaction.

I. Speaking
- Follow the examples and prepare different levels of question strategies for an interview. Have a 10
to 15-minute conversation with an ELL student (~ “Level 2 or 3”). Start out with Level 1 questions
and spiral up through various topics to the Level 2 and/or Advanced level, to get to a point where
you see breakdown. Try to lead students into an academic topic of a recent or current unit in a
course they are taking, in order to make the interaction more academic and real. Be sure to have
them ask you some questions, either in the scenarios or earlier in the interview.
- Select a scenario (from the CELDT, samples below the rubric, or something created in your
section) that is just above the level you think the student might be in order to confirm that they are
not solid at this higher level.
- Record the interview and analyze, using the Oral Language Interview Rubric.

II. Listen to and Reproduce Sentences
- Create/choose a range of sentences for an ELL student, starting with ones that you think will be
easy for them, extending up to a long sentence that would be difficult for them. Explain the
process, say a sentence ONLY ONCE, and have them repeat it back. Record and analyze errors.

III. Listen & Retell a Story
- Tell a story with a set of 4 pictures and have the student retell. (Samples can come from CELDT or
be created in sections.) Record and analyze. If you have time do two different types of “story” and
compare (narrative, science process, history event, math problem, etc.)

IV. Read & Retell (Optional)
- Have students read a story for a limited time. Remove the story and have them retell the story
and/or answer multiple-choice questions or short-answer questions.

V. Writing (Optional)
- Choose a writing sample or two from a class, or...
- give an age appropriate prompt and have them write about it (from CELDT or created in section)

Written Reflection: STEP Candidates will write a reflection that includes conclusions about the student’s
levels and recommendations for the language assessment we all are developing.
- What level would you rate your student? Give evidence.
- What does this student need to work on with respect to English?
- What appeared to be valid about this assessment and what didn’t?
- How do you think a native speaker of the same age would have done in a similar assessment?
  Give examples of tasks in each activity type that you think a native speaker would have had
trouble with.
- Reflect on your own performance as an interviewer and assessor. What worked well? What
  should you try to improve next time?
- Briefly compare this assessment to the CELDT’s oral language assessment approach.
Assignment #1: Oral Proficiency Interview

History Section Addendum

Please refer to the general course assignment for overall structure, example questions, the rubric, and other tips.

**Significant Changes for the History Section**

1. **Comparative Interview of English Only Student for Part II and/or III of the Interview** – The reflection will ask you to compare your interview subject to how a native English speaker might have done. Your previous classroom experience will allow you to do that for Part I of the interview, but Parts II and III are new assessments for us, so you will have no experience with which to compare. Take 5-10 minutes to ask the Part II and/or Part III questions to a native-English speaker of the same age as your interview subject in order to compare the two responses using objective and accurate data.

2. **Written transcripts for all or part of your interview** – The act of transcribing a tape will help you analyze the student’s words with accuracy and detail. You don’t need to transcribe the entire interview, but you will need to include accurate direct quotes in the reflection. Please attach any transcript that you create, whether you use the quotes or not.

**Additional Tips to Avoid My Mistakes**

**Before the Interview:**
- Practice asking questions and follow-up questions with someone you know to get comfortable.
- Rehearse the story-telling part so that you give a good example for the student to follow.
- Review the Oral Interview Rubric to identify how each level of questions should reveal proficiency.
- Make sure you know how to work the recorder to get a loud and clear voice from your student.

**During the Interview:**
- Listen carefully in order to ask follow-up questions and make smooth transitions between the levels.
- When the student reaches “language breakdown,” move to a new topic at a lower level and repeat process.
- Start Part II (Listen and Reproduce Sentences) at the lowest level, even if the student is at a higher level.
- Before Part III, explain that the task is to tell the story in their words, not to memorize and repeat your story.

**Written Requirements:**

**Report (20%)**
1. A brief description of your student and why you chose to interview her/him
2. A description of the preparation for the interview and why you chose the questions you chose

**Support Materials (20%)**
1. The interview questions and other planning materials
2. Transcript of all or part of the interview.

**Reflection: (60%)**

Answer each of these questions with depth and thoroughness, using detailed and accurate quotes as evidence.

**Questions about your student:**
- Using the Oral Language Interview Rubric, what level would you rate the student in each column?
- What does this student need to work on (with respect to English) in order to succeed at your school?
- How did the native speaker of the same age perform on the same “assessment” items?
- What did this comparative analysis tell you about your student’s English proficiency?

**Questions about the process:**
- Reflect on your own performance as an interviewer and assessor. What worked well? What should you try to improve next time?
- What is your opinion on the validity and appropriate use of each of the different parts of the assessment?
- How does this assessment compare to the CELDT’s oral language assessment?
- What questions remain for you about assessing language proficiency?
Assignment #2: 1st Teaching Assignment

Experimenting with
A Sheltered Instructional Strategy

Before planning an entire lesson that incorporates many elements sheltered instruction, you will practice a simple “plan, teach, reflect” cycle with just one new strategy. In this experience, you will learn how well you matched the chosen strategy with the learning goal and the context and in what ways it might be used more effectively in the future.

Steps to take:

Plan
1. Set a measurable and manageable learning goal.
2. Select an instructional strategy that will help an ELL achieve the goal.
3. Select what evidence you will collect: (at least two from each column)

<table>
<thead>
<tr>
<th>What you did</th>
<th>Outcome on student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan and materials</td>
<td>Student written work samples</td>
</tr>
<tr>
<td>Videotape*</td>
<td>Videotape*</td>
</tr>
<tr>
<td>Observation notes (from CT or other)</td>
<td>Observation notes (from CT or other)</td>
</tr>
<tr>
<td>Teacher notes (Your notes)</td>
<td>Teacher notes (Your notes)</td>
</tr>
</tbody>
</table>

Teach
4. Teach lesson and collect data.

Reflect
5. Analyze and report the data and answer reflective questions.

Written Report and Reflection:

Report:
1. Learning goal for the lesson
2. Instructional strategy chosen
3. Context of the lesson:
   - Grade, subject, class size, Number of ELL in class, proficiency levels of the ELLs)
4. Evidence collected

Reflection:
1. Explain why you chose this strategy for this assignment.
   a. Why did you think it might be useful for meeting the goal or objective you identified?
2. Analyze Evidence:
   a. What did the evidence show about the students’ ability to meet the learning objective?
   b. In what ways can you break down the data to show who met the objective and who didn’t?
3. Reflect:
   a. In what ways do the data show the strategy was successful in promoting student learning?
   b. In what ways do the data show the strategy not successful in promoting student learning?
   c. If you were to do the lesson over, what would you do differently? Why?
   d. In what contexts do you think this strategy best matches students’ learning needs?
   e. What do you want to do the same or differently in the next teaching assignment?

Assessment:
The Report (40%) will be assessed on the extent to which the goal is measurable and manageable, strategy supports language learners, context describes all 5 aspects, and evidence includes one from each column above. The Reflection (60%) will be assessed on the extent to which all questions are answered with thoroughness and depth.

* Videotaping is the superior method of gathering evidence for classroom interactions because the pace and dynamic nature of most lessons make observation notes incomplete and therefore more subjective than the raw video. However, the strategies that focus more on written work will likely call for analysis of students’ written work as more clear evidence of the effect on student learning.
Assignment #4:
Explaining ELL Programs, Policies, and Research

Here the situation: You're invited to dinner at a friend's home, along with 6 or 7 other people. Your friend's friends are intelligent, educated, and interested in what's going on in the world. The conversation is engaging and interesting. Everything's going great--good food, good wine, the temperature is right. At one point your friend addresses you from across the table and says, "So, how's the teaching going? You enjoying it? What're the kids like?" You reply that it's going well, despite your being sleep-deprived, but you really like it and you really like the kids. You mention that a lot are learning English as a second language, so you've got really make sure they understand what's going on in the classroom. "Really?" a guest pipes up. "You have to make sure they understand what's going on??" Thus begins what feels like you're getting grilled. Below is a series of questions this guest puts to you. How would you reply?

Be succinct, but be specific. Back up your statements with facts. Make sure you include the following elements, as appropriate to the question, in your responses:

• Purpose of programs for ELLs
• English proficiency
• Grade-level academic achievement
• Civil Rights Act of 1964 (civil rights law more generally)
• Equal educational opportunity
• Lau v. Nichols
• ELL programs and services, including
  • sheltered content instruction
  • structured English immersion
  • ELD (ESL) instruction
  • primary language instruction (aka bilingual education)
  • instructional grouping strategies
• Research on programs and practices for ELLs

You will draw most heavily on readings for Week 10 (see next page), but you can use any document or note from the course. For purposes of this hypothetical exercise, assume you've memorized everything, and you are able to use the information to answer your fellow guest's questions:

1. "You have to make sure they understand what's going on in the classroom?? Isn't that a little ridiculous? If they don't understand, they should learn English. I'm for equal opportunity--give them all good instruction, and then it's up to them."
2. "Well, thank goodness for Proposition 227, in my opinion. Didn't that ban bilingual education? And isn't that a good thing?"
3. "Isn't there research out there? What does the research say about how best to education ELLs? Why don't schools just do what the research shows works? What are schools doing with these kids, anyway? It's obviously not working."
Resources:

• García et al. From English Language Learners to Emergent Bilinguals, parts 1 & 2.
• Goldenberg, "Teaching English Language Learners: What the research does—and does not—say" or "Research on English learner instruction."
• Education Week, "Spotlight On ELL Assessment & Teaching" … the first ("Research Hones Focus on ELLs") and last ("The Best of Students, the Worst of Students") articles only.
• Hakuta, "Key Policy Milestones and Directions in the Education of English Language Learners."
• Zehr, "Under Federal Pressure, District Addresses ELLs."
• Burnham-Massey, "Legal Foundations of Programs for English Learners."
• NCELA, "What Legal Obligations Do Schools Have to ELLs?"

Guidelines for your responses and scoring of assignment:

Your response should be about 2-3 single-spaced pages. You may work in groups, but everyone must turn in his/her own paper. Please be sure to proofread (or have someone else proofread) for readability, grammar, spelling, etc. Papers with excessive typos and other errors will be returned.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Score</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Accurately articulates what is legally incorrect about about the questionner's premise (&quot;give them all good instruction, and then it's up to them&quot;) in Q1. Response may include disagreement or independent opinion about the legal framework for educating ELLs, but it must be factually correct.</td>
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<td>Accurately responds to statements about Prop. 227's banning bilingual education and whether that is &quot;a good thing&quot; in Q2. Response may include independent opinions, but it must be factually correct.</td>
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<td>Accurately responds to state of the research about effective practices for ELLs in Q3; articulates accurate information about what schools are doing to help ELLs succeed and a plausible perspective on degree to which school practices are successful.</td>
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<td>Makes accurate and specific use of each element identified in the assignment; each element is specifically named (&quot;Purpose of programs for ELLs,&quot; etc.).</td>
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# Oral Language Interview Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Use of Content and Academic Language (Functions)</th>
<th>Accuracy (Forms)</th>
<th>Discourse type and complexity</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Elaborate, synthesize, argue, and support opinions; manages formal, technical, and specialized topics; negotiates linguistically unfamiliar situations</td>
<td>Very few, if any, errors in vocabulary, pronunciation, grammar, and nonverbal communication.</td>
<td>Use well-organized ideas; extended discourse; a variety of sentences</td>
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<td>3</td>
<td>Describe and narrate with proper story elements (characters, settings, events, sequence markers); manage unanticipated challenges and most informal topics of general interest.</td>
<td>Some obvious errors, but utterances are understandable by native speakers unaccustomed to dealing with non-native speakers.</td>
<td>Use coherent paragraphs to describe ideas</td>
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<td>2</td>
<td>Initiate and maintain conversations, ask and answer questions on familiar topics.</td>
<td>A wide range of errors, but understood, with some repetition by speakers accustomed to dealing with non-native speakers.</td>
<td>Use complete sentences</td>
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<td>1</td>
<td>Communicate minimally with basic words and stock phrases.</td>
<td>Multiple errors that make it difficult to understand, even for a sympathetic listener.</td>
<td>Use words and phrases</td>
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### Example interview prompts
- **Level 4**
  - What’s your opinion of the ratings system for TV shows? What do you think are the benefits and drawbacks of such a ratings system? Whose responsibility is it to check on whether parents are enforcing these ratings? The school’s? The federal government?
  - Level 3
    - Could you tell me about what happened when ________?
    - How does life there compare to life here?
    - Earlier you said that you had ______. What was that like?
    - Could you tell me a story about ____________?
    - What is your favorite movie? What happened in it?
  - Level 2
    - What do you like to do for fun? Why do you like ________?
    - Please tell me more about ________.
    - What are you learning in school?
    - Can you tell me about the kind of things you help with at home?
  - Level 1
    - What classes do you have? What time does ______ begin?
    - How do you get to school? Bus, car, walking?
    - Tell me about your family.
    - What do you like to do?

### Example scenarios (at end of interview)
- **Level 4**
  - You are a school principal and need to decide if your school will become a year-round school with no summer break. Discuss the positives and negatives with me (I am a teacher who disagrees) and take a stand supporting your preference for keeping a long summer break or going to a year-round system.
- **Level 3**
  - You missed an important exam and you have made an appointment with me, the teacher. Explain what happened and try to arrange for a make-up exam.
- **Level 2**
  - I am your neighbor who is going away on vacation and I asked you to take care of things while I am gone. Ask me four or five questions to find out and clarify what you need to know.
  - You are left alone in a room with a friend’s grandparent. I am the grandparent. Make polite conversation with me while you wait for your friend.
Elicited Imitation of Sentences

5 common structures (Based on work by Lance Gentile), from difficult to simple

Two phrases or clauses linked by an adverb showing time, place, manner
   (when, where, how, whenever),

   - When she had finished writing the poem, she finished her tea and left the house.
   - We all wondered how the play was going to end.

Two phrases or clauses linked by a relative pronoun
   (who, what, that, which)

   - I want to read the novel that the teacher recommended to us last week.
   - The novel’s many symbols, which are clear to me, are confusing to most new readers.

Two phrases or clauses linked by a conjunction
   (because, and, so, if, while, but, however)

   - Because the plot was so complicated, I was confused early on in the story.
   - The poem teaches us to be generous, even though its author was greedy.

Expanded statements that use prepositions
   (with, at, around, under, in, on, etc.)

   - The author began the story with a quotation.
   - At the bottom of page 12 there is a powerful metaphor.

Simple

   - I comprehend the story.
   - The main character found a secret book.

PROVISO:
In the spirit of constructivist practice, responsive teaching, & the creative process, last-minute changes to course content & readings may occur as the need arises. i.e., “As experienced teachers well know, the surest road to hell in a classroom is to stick to the lesson plan, no matter what.”
– Elliot Eisner

Readings for the course are posted as downloadable PDFs on the Creative Arts Google Site located on the STEP Elementary Google Site. Check the daily subpages for postings of each PDF reading assignment. Copies of required & supplemental texts will be available in the Cubberley Library at SUSE.

Required Texts:

A great handbook for building a foundation in theater skills, adapting and writing plays, and creating community.

You are invited to purchase your own copy of the following text. Excerpts of required readings from it will be posted on the Google site. The book is a wonderful resource for integrating the arts in the K-6 classroom. It is available online.


Creative Arts Assignment Schedule
There will be THREE assignments in the course, each focusing on a significant aspect of teaching and learning in and through the arts. The final assignment is collaborative and will be started in class.

<table>
<thead>
<tr>
<th>DATE ASSIGNED</th>
<th>ASSIGNMENT</th>
<th>DATE DUE</th>
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</thead>
<tbody>
<tr>
<td>W. 8/21</td>
<td>Reflection/QuickWrite: The Arts in My Life</td>
<td>Th. 8/22</td>
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<tr>
<td>Th. 8/22</td>
<td>Campus Architecture Walkabout</td>
<td>Th. 8/29</td>
</tr>
<tr>
<td>Th. 9/12</td>
<td>Synthesis: Arts Integration Project Lesson Plan &amp; Analysis (This project will be started in class)</td>
<td>Th. 9/19</td>
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</table>

All assignments must be completed by the due date unless prior arrangements have been made. Students will be asked to rewrite assignments that are not satisfactory.
**Course Calendar:** The course schedule, with sub-page listings of the content for each class session, readings & assignments is posted on the Creative Arts Google Site located on the STEP Elementary Google Site. Please be sure to regularly check the schedule & the individual daily agenda for details on class content, readings & assignments.

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**GUIDING GOALS, PRINCIPLES & PRACTICES for the COURSE:**

*The purpose of our work in Educ219e is to develop new ways of seeing & thinking about the role and practice of the arts in K-6 classrooms by...*

- Approaching the arts as both learner and teacher to engage in, read about, reflect on, and be able to work with essential concepts, theory and practices that inform arts education: aesthetic experience, “studio” thinking, and interdisciplinary teaching and learning in the arts (i.e., arts integration);

- Engaging in hands-on exploration with, inquiry into, and discussion of standards-based arts education practices in elementary classrooms to gain personal experience with the arts and to better understand how to engage children in meaningful learning IN and THROUGH the arts:
  - To discover the possibilities the arts present as *ways of knowing and doing*
  - To learn essential elements, techniques, processes & materials
  - To be able to anticipate the challenges & needs that children might face in the arts

- Understanding the value of the arts to the *whole child*: the cognitive, linguistic, emotional, social, cultural, and physical development of all children in elementary classrooms;

- Understanding the arts as pathways to creativity, critical thinking, problem solving, communication, and collaboration, and how the arts contribute to children’s learning across the academic curriculum, particularly in relation to the *Common Core State Standards*;

- Exploring how the arts help create inclusive, equitable classroom communities, and why teacher collaboration and advocacy for the arts is important;

- Becoming aware of how the *California Visual and Performing Arts Framework and Standards* inform and guide learning and assessment in the arts, and how the arts reflect the central ideas of, and can be integrated with, the *California Common Core Standards* to engage students in in-depth learning across the curriculum;

- Learning to construct simple integrated arts lessons for the K-6 classroom.

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**Professional Attendance and Participation**
Students are expected to attend all classes, turn in all assignments, and be active and constructive participants in weekly class discussion and activities. Our shared goal is to develop a culture of mutual trust and respect. We will maintain high expectations for your learning and performance, while trusting your good intentions and your commitment to your profession, and respecting the different backgrounds and interests you bring to your classrooms. We hope to facilitate the growth of a community where creative ideas and opinions can be expressed and heard openly; where there is room to agree and disagree, and where collaboration is valued.

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STEP ED 219E
Pre-Fall 2013
3
Grading

Assignment #1 = 20% of course grade
Assignment #2 = 20% of course grade
Assignment #3 = 20% of course grade
Attendance and quality of in-class participation in small and whole group work = 40%

Criteria for grading written work are based on a demonstration of the following:
• your understanding of concepts, processes & practices central to this course
• your depth of thinking
• the relevance of the content to the course and your topic
• your ability to make connections between coursework, teaching & learning in elementary classrooms
• clarity of communication

An “A” paper will give consistent evidence of all of the above criteria.

Stanford University Honor Code

The focus of this course is on creativity and expression. Student work is expected to reflect original thinking and personal integrity. Please note the standards of Stanford's Honor Code, the University's expectations for academic integrity, establishing and maintaining the highest standards in academic work. When submitting written work, please respect copyrighted materials in print or online: plagiarism will not be tolerated. For more information: [http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm](http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm)

Please note: If you need support, resources, or accommodation to ensure your success in this course due to a disability of any kind, please contact the Student Disability Resource Center at 723-1066. We and the Center will work with you to ensure that you receive the support that you need in this course. Thanks!

"We are interested in education here, not in schooling. We are interested in openings, in unexplored possibilities, not in the predictable or the quantifiable, not in what is thought of as social control. For us, education signifies an initiation into new ways of seeing, hearing, feeling, moving. It signifies the nurture of a special kind of reflectiveness and expressiveness, a reaching out for meanings, a learning to learn."

– Maxine Greene
quickwrite: A PERSONAL REFLECTION on the MEANING OF ART in YOUR LIFE

Please write a brief (1-2 page) personal statement on your perception of the meaning of the arts and the value of they in your own life.

What is your personal understanding of Art? Why do you think the arts (music, visual art, dance, theater, literature & poetry, digital media,) are a vital, valuable part of human life?

What meaning do the arts have in your life? Do they awaken something in you? What? How? Why?

Reflect on ways in which the arts have had an impact on who you are & how you see the world. Or how the arts have NOT had an impact on your life. CONNECT your thoughts to your own experience with the arts as a student in school or as an adult.

Your reflection should be typed, double-spaced, in an easily readable 12pt. font (Arial, Helvetica, Calibri, etc.)

Please bring your HARD COPY quickwrite to class on Thursday, August 22.

Thanks!
ED 228E: Becoming Literate in School I
Classroom Language Context Project

Project Overview
School activities communicate much more than we might see at face value. Teaching methods, patterns of talk (e.g., Johnston), participation structures, assignments, curriculum, and expectations provide explicit and implicit cues to students about teacher and student roles, the nature of the subject, and the nature of learning. They also impact students’ self-efficacy, identity, relationships with others, motivation, and engagement. The goal of this project is to increase awareness of the key features of literacy instruction and classroom life in general (e.g., curriculum, teaching methods) and the implicit and explicit messages they may send to students.

Task:
In a 4-5-page double-spaced paper, write a response to Johnston’s Choice Words in light of your placement experience and/or your own experiences. Your challenge is to write a concise, well-organized, interesting piece that will be enjoyable to read and support you in contributing to class discussions. You might approach this assignment in several ways. Please make explicit reference to Choice Words. Here are a few ideas:

- Using the reading as a framework, observe your CT. Note his/her communication with different students. If possible, focus on a student who appears generally to find success with the work in the classroom and a student who often seems to find the work challenging. Alternatively, focus on a student who is relatively quiet and a student who is relatively less so. Are there differences between students? Why might this be?
- Using the reading as a framework, observe how different students react to the same kinds of comments. What might be going on here?
- Think about the ideas in the book and your observations in terms of class, gender, or culture.
- Using the reading as a framework, observe your CT in different subjects or situations (e.g., small group vs. whole class). Are there differences? Why might that be?
- Reflect on your interactions with students—currently or previously. What are some of the challenges for you in working positively with students?
- Use your knowledge and experience to critique the reading.

NOTE: Teaching is a complex task, and teachers are always balancing competing demands and multiple motives. As you write about teacher talk and teacher-student relationships, please do not be too quick to judge either teachers or children. Be mindful of the constraints and context of teaching situations. Always use professional, respectful language in your writing. Use pseudonyms for teachers and children.

Timeline:
> For July 11th—read Johnston, Chapters 1, 2, and 3
> July 12th and 15th—Observations in Placement classroom
> For July 16th—Paper due + be prepared to discuss observations in class
**Note that the reading should be completed BEFORE you observe.
Voice:


There’s only one thing another writer can’t do better than you.

And, it only happens to be the most important thing a writer can possess.

Yourself.

Your voice. (Les Edgerton, Finding your Voice, p. 101)

Two memories paper

One of the Six Traits of writing, and perhaps the most important, is Voice. There are two main goals for this assignment. One is to consider voice in writing. The other is to reflect on your own literacy experiences and how they may influence your idea of the teacher you hope to be. You will write two short pieces, each no longer than 250 words. The lens to use on this writing is that of contemporary literary writing. You will share your writing in class on Thursday, July 11th. You will read each other’s papers and may read some of your writing aloud.

Voice in writing. Probably one of the reasons you liked (or didn’t like) the short story, Eleven, is the voice of the author, Sandra Cisneros. It is unique. It shines through. Cisneros writes with a voice that reflects contemporary writing. Your own voice as a writer is by definition unique. You will not sound like Sandra Cisneros—you will sound like you. Still, there are elements in her writing that reflect contemporary literary writing and this is the lens to use as you write two short pieces.

Here’s the assignment broken down into sequence:
Assignment Overview
This assignment will give you an opportunity to learn about word study assessment, design instruction based on student needs, and teach a small group of students. You will work with the other candidates in your placement to assess all the students in your class. (Don't worry—administering the assessment is quick and doesn't require any expertise.) Next, you'll bring the results to class and we will work together to analyze them. You and the other candidates in your placement will group the students by needs and each of you will choose a different group to teach. Once you have your group of students the planning will begin. We'll provide you with class time to plan out some small group work in word study. Finally, you'll teach and videotape your small group lesson. You will turn in your assessments, lesson plan, materials, CD, and a short reflection on August 1st. You'll also have a chance to share your work and learning in class on that day.

Part One: Assessing Developmental Word Knowledge & Grouping for Differentiated Instruction
We hope you are comfortable with administering the Words their Way assessment to the students in your placement class after we discuss it on July 9th. If you have any questions please feel free to talk with us before you proceed. Your next task will be to determine when and how the assessment will be administered. Meet with your CT to schedule a time and decide whether to give the assessment to the whole class or in small groups. Be sure to schedule the assessment before the final day so that you can give make-up assessments to students who are absent.

Timeline for Part One
Tuesday, July 9th:
❖ Learn how to administer assessment (in BLIS)

Wednesday, July 10 through Tuesday, July 16
❖ Meet with CT to schedule assessment and decide how it will be administered
❖ Administer assessment to all students in the class

Tuesday, July 16:
❖ Assessments due in class
❖ Learn to analyze assessments (in BLIS)
❖ Work with others in your placements to analyze assessments (in BLIS)
❖ Group students in each class by needs
❖ Each TC will choose a small group of students to instruct
❖ Homework: Talk with CT to confirm group and skill to be taught—learn more about the students in your group

Thursday, July 18:
❖ Class set of analyzed assessments due
❖ Work on lesson plan in BLIS
❖ Lesson plans due to Connie and Judy by 8pm
ED 228E: Becoming Literate in School I
Word Study Lesson and Video Project, Part Two

Planning for Instruction
In Part One, you administered the assessment, analyzed each child’s assessment, and grouped students for instruction. This week, you’ll plan a lesson for a word study group. Next week, you will film the lesson and write a brief reflection paper.

Timeline for Part Two
Week of July 15
- Create groups and decide on a teaching point in BLIS.
- Work on your own to create a lesson plan using the Word Study Lesson Plan template.
- Test out your camera.
- Talk to your CT about your lesson ideas and get feedback.
- Arrange a day, time, and place for your lesson. Sometime during the week of the 22nd.
- Lesson plans are due Thursday, July 18 by 8:00pm. Please e-mail them to Judy and Connie. You will receive feedback within 48 hours, allowing you time to make any adjustments prior to teaching.

Week of July 22
- Teach your lesson and video record it.
- Create a CD from your mini dvd or digital recording. Please include the entire lesson.
- View your lesson and make notes for your reflection.
- Write your reflection and gather materials and assessments to turn in on Thursday August 1st.

August 1st
- The project is due. Please include the following in a neatly organized and labeled notebook or large envelope:
  - Group assessments and scoring sheets
  - Lesson plan and lesson materials
  - Student work (copies are okay)
  - CD of entire lesson. Choose a 10-minute segment that you would like us to watch and write the times on the CD (e.g., 10:38-19:45), or better yet, make a clip of the 10 minutes you would like us to watch and put this clip together with video of the entire lesson on one CD. Also, please put your name on the CD!
  - Reflection paper. This paper should be about two pages, double-spaced. Please reflect on the teaching and learning that occurred in the lesson as well as what you have learned through assessing, planning, teaching, viewing the video, and reflecting.
- You’ll share your 10 minute video clip during small group discussions. Please bring your laptop to class with the 10 minute clip loaded on it so it is ready to play. If you have external speakers you can connect to your laptop, please bring them to class too.

Note: See Handouts from class: Tips for Managing your Word Study Lesson and Word Study Lesson Plan Example.
1) Read, *Why Writers Lose Their Original Voices*, by Les Edgerton. You may or may not like Edgerton’s voice. You may or may not like his ideas. **Ideas** are another of the **six traits** of writing, and you can see how **voice** and **ideas** are separable traits.

2) Look back at *Eleven*, by Sandra Cisneros. What do you note in her writing that reflects what Edgerton says about contemporary writing?

3) Now think about your earliest memory learning to read or write. If you don’t recall anything about learning to read or write, you may ask someone who does (e.g., a parent, a sibling, a former teacher). Now write about a single memory/scene in no more than 250 words. Try to avoid wordiness, clichés, etc., as per Edgerton chapter. Consider this creative nonfiction—there’s always some invention with memory.

4) Now think about a single specific memory of reading or writing that you want your future students to have when, as an adult, they think back to your classroom. Avoid vague scenarios like, *I learned to love reading in Ms. Carter’s class*. Rather consider, a specific, imagined instance, of when this was the case. You can either create an imaginary voice for this piece or write the memory as a goal in your voice. Write no more than 250 words. Try to avoid wordiness, clichés, etc. —as per Edgerton chapter. This piece does not have to be connected in any way to what you wrote in number 3.

5) Print out your writing so that each piece is on its own page. You are welcome to print them out back-to-back on a single sheet of paper.

6) Bring your printed hard copies to class on Thursday, July 11th as well as post them to the Voice subpage on our class site on the STEP wiki. Please name your document as follows: [yourname]_twomemories1 and [yourname]_twomemories2. Thank you!
Assignment Overview
This assignment will give you an opportunity to learn about word study assessment, design instruction based on student needs, and teach a small group of students. You will work with the other candidates in your placement to assess all the students in your class. (Don't worry—administering the assessment is quick and doesn't require any expertise.) Next, you'll bring the results to class and we will work together to analyze them. You and the other candidates in your placement will group the students by needs and each of you will choose a different group to teach. Once you have your group of students the planning will begin. We'll provide you with class time to plan out some small group work in word study. Finally, you'll teach and videotape your small group lesson. You will turn in your assessments, lesson plan, materials, CD, and a short reflection on August 1st. You'll also have a chance to share your work and learning in class on that day.

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❖ Each TC will choose a small group of students to instruct
❖ Homework: Talk with CT to confirm group and skill to be taught—learn more about the students in your group
Thursday, July 18:
❖ Class set of analyzed assessments due
❖ Work on lesson plan in BLIS
❖ Lesson plans due to Connie and Judy by 8pm
Planning for Instruction

In Part One, you administered the assessment, analyzed each child’s assessment, and grouped students for instruction. This week, you’ll plan a lesson for a word study group. Next week, you will film the lesson and write a brief reflection paper.

Timeline for Part Two

**Week of July 15**
- Create groups and decide on a teaching point in BLIS.
- Work on your own to create a lesson plan using the Word Study Lesson Plan template.
- Test out your camera.
- Talk to your CT about your lesson ideas and get feedback.
- Arrange a day, time, and place for your lesson. Sometime during the week of the 22nd.
- **Lesson plans are due Thursday, July 18 by 8:00pm.** Please e-mail them to Judy and Connie. You will receive feedback within 48 hours, allowing you time to make any adjustments prior to teaching.

**Week of July 22**
- Teach your lesson and video record it.
- Create a CD from your mini dvd or digital recording. Please include the entire lesson.
- View your lesson and make notes for your reflection.
- Write your reflection and gather materials and assessments to turn in on Thursday August 1st.

**August 1st**
- The project is due. Please include the following in a neatly organized and labeled notebook or large envelope:
  - Group assessments and scoring sheets
  - Lesson plan and lesson materials
  - Student work (copies are okay)
  - CD of entire lesson. Choose a 10-minute segment that you would like us to watch and write the times on the CD (e.g., 10:38-19:45), or better yet, make a clip of the 10 minutes you would like us to watch and put this clip together with video of the entire lesson on one CD. Also, please put your name on the CD!
  - **Reflection paper.** This paper should be about two pages, double-spaced. Please reflect on the teaching and learning that occurred in the lesson as well as what you have learned through assessing, planning, teaching, viewing the video, and reflecting.
- You’ll share your 10 minute video clip during small group discussions. Please bring your laptop to class with the 10 minute clip loaded on it so it is ready to play. If you have external speakers you can connect to your laptop, please bring them to class too.

*Note:* See Handouts from class: Tips for Managing your Word Study Lesson and Word Study Lesson Plan Example.
Course Description
This course is the first of the three-course series, Becoming Literate in School, designed for the STEP Elementary program. BLIS I explores some of the theories that guide instructional decision-making in literacy. The course focuses on how children learn to read and spell words and presents research-based methods for assessment and instruction. Candidates explore these theories and practices through a variety of experiences, including discussion, in-class simulations, guided observation in the placement classroom, assessment of students, lesson planning, teaching, presenting to and reflecting with colleagues.

Course Objectives
Candidates will be able to assess students' word knowledge, identify what students know and what they are ready to learn, and create word study lessons to further their learning. They will have a basic knowledge of early literacy development (including phonemic awareness, phonics, vocabulary and oral language development, fluency, and comprehension) and word knowledge assessment, all of which we will build on in subsequent quarters. Finally, candidates will learn ways to create a positive, responsive literacy environment through: 1) learning about their students, 2) interacting thoughtfully with students, and 3) using pedagogical strategies that foster literacy learning and community.

Course Website:
The course website will be housed on the Elementary STEP Google site/wiki. It is called BLIS—EDUC 228E: Becoming Literate in Schools I: Summer, 2013.

Attendance and Participation
Active engagement in class and in your field placement is integral to the success of the course. The more you are able to make connections between your coursework and what you observe and do in the field, the more you will benefit from this class. Attendance and participation are required. If for some reason you cannot attend class, please e-mail Judy at jrgh@stanford.edu.

Course Reading
Course books
These books will be used in both the summer and fall BLIS courses. The two books by Calkins will be used primarily in the fall. All books are available at the Stanford Bookstore. They are also on two-hour reserve in Cubberley Library and in the STEP Library.
Instructors:

<table>
<thead>
<tr>
<th>Maren Aukerman</th>
<th>Erika Moore Johnson</th>
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</thead>
<tbody>
<tr>
<td>221 Cubberley</td>
<td><a href="mailto:erikamj1@stanford.edu">erikamj1@stanford.edu</a></td>
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<tr>
<td><a href="mailto:aukerman@stanford.edu">aukerman@stanford.edu</a></td>
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<tr>
<td>Tel.: 650-721-1307</td>
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This final course in the literacy sequence is organized around recognizing and engaging students as sense-makers. It will address the following:

**What is reading comprehension?** At its core, reading comprehension is about making sense of text. It is possible to make sense of texts in many different ways, and children often make sense of texts differently than their teachers and peers do. A premise of this course that the teaching of reading should be focused most of all on children’s textual sensemaking rather than primarily on getting students to produce “right” answers about what texts mean.

**Who is a sense-maker?** All of us! Children arrive at school already sense-makers—intelligent and thoughtful people who make decisions about what social interactions, texts, and their observations about the world might mean. Every child engages in sensemaking, and every child learns about the world through opportunities to make sense of things and through opportunities to learn how others are making sense of those things. But, while sensemaking is something all children do, every child’s sensemaking is unique. Sometimes children’s sensemaking is hard to understand, but working toward such understanding, as a teacher, matters both interpersonally and pedagogically. A premise of this course is that teachers of reading should trust, value, and seek to understand both the social and the textual sensemaking of each child they teach.

**How can teachers deepen the ways in which they trust, value, and seek to understand children’s sensemaking?** Close, non-evaluative observation and high-quality dialogue are both crucial. Observation enables us to notice what students are doing and understanding rather than focusing heavily on what they are not doing or understanding. Orchestrating high-quality dialogue in the classroom enables us to a.) hear the emerging ideas students offer at the conversational table; b.) engage with those ideas in a serious way; and c.) communicate curiosity and respect for those ideas. A premise of this course is that close observation and high-quality dialogue take practice; a small-group text discussion is an ideal place for such practice, but what you learn about noticing and dialoguing will serve you well beyond this instructional format.
How do children extend and transform their textual sensemaking? The beauty of different children bringing different textual ideas into play during discussion is that children are hearing and evaluating multiple ways of reading the text and of drawing upon textual evidence. Powerful pedagogical dialogue goes beyond making space for multiple voices to be heard; it also creates the opportunity, even the necessity, of students wrestling deeply with their own and each other’s ideas about what a text might mean. A premise of this course is that students’ varying, often conflicting ideas about the world and about textual meaning should drive the conversation during text discussions.

How can a teacher orchestrate instruction so that wrestling with peers’ ideas about text becomes a practice that is meaningful and sensible to students? If the teacher focuses classroom dialogue on getting students to share her/his own understandings of a text, it may well pre-empt the need for students to listen deeply to each other, and their need to evaluate the ideas and evidence others present. If student ideas are to take center stage, the teacher may need to bite her/his tongue at times, particularly when ideas come up that don’t reflect her/his understanding of the text. But the teacher absolutely plays an ongoing active role in the conversation, for example, as someone who helps surface student ideas and who invites other students to share in her/his curiosity about the textual thinking students share. When discussion doesn’t seem to be “working,” or when the teacher wants discussion to evolve to become more powerful, it is the teacher’s responsibility to examine how her language and instructional choices need to change to make space for that. A premise of this course is that teacher language and decision-making play a pivotal role in allowing students to wrestle fruitfully with one another’s textual sensemaking: by learning to identify particular kinds of talk moves, consider their effects, and subsequently adjust your own participation in nuanced ways, you can be agentive in orchestrating these kinds of discussions.

Sounds great if kids are on the right track as far as what the text means, but what if they aren’t? Ah, there’s the rub, and a place where we expect this class to be a challenge and an exercise in learning to trust your students. It’s much easier to trust, value, and seek to understand the textual ideas that align with our own, but it’s arguably even more important to trust, value, and seek to understand textual ideas that don’t. There is evidence that students who have the opportunity to wrestle with each other’s thinking are actually at an advantage when it comes to lasting understandings (Nystrand, 1997), suggesting that focusing on whether a student got this one part of the text “right” may short-circuit opportunities for deeper comprehension in the long run. But beyond that, a premise of this course is that students who engage in discussion centered on student textual ideas are learning more than just what a text means, or the content information a text communicates: they are learning what it can mean to communicate ideas, marshal evidence and engage with each other’s ideas; they are developing ideas about what reading is, what it is good for, and who they are as readers; they are developing intellectually curious and critical dispositions toward content, learning, dialogue, and their own textual ideas; and, finally they are learning to see each other (or not) as particular kinds of intellectual partners and resources. Teaching reading is about all of these things.
Course goals

Throughout the quarter, you will work toward developing an inner pedagogical compass that enables you to do the following:

1. Use talk, observation, and student reading/writing to get to know your students, allowing you to orchestrate instruction that is meaningfully contingent on their particularities and commonalities as literacy learners and as people;

2. Recognize how children variously make sense of text, and various ways you can support their text comprehension as they dialogue with you and with each other;

3. Consider how student curiosity, questions, inferences, and background knowledge can play a critical role in classroom meaning-making;

4. Identify how students’ everyday language and social relationships can serve as resources for learning;

5. Facilitate text discussions that are oriented toward making student sense-making central to the conversation;

6. Identify discursive patterns in your instruction and consider the affordances of various discursive moves;

7. Locate aspects of text that might pose a challenge to different students, as well as means of supporting students in working through these challenges;

8. Work and converse with other educators around all of the above.

Nature of the seminar

You will not receive many lectures in this class: each class will depend, instead, on the ideas we develop with one another as we engage in an ongoing conversation about pedagogy. We ask that you bring your own experiences as a reader/writer/thinker/teacher into dialogue with those of others, and with the course readings. Our classroom community depends on all of us making the commitment to one another to read thoughtfully, so that we can work together to critically unpack those readings during class. For the sake of your own learning, but also for the sake of the learning community to which you belong as a part of STEP, please complete all the readings, bring copies to class with you, and be prepared to talk about them. This quarter is particularly intense as you juggle augmented placement responsibilities with a range of coursework, but the course will mean much more to you, and to your STEP colleagues, if you read carefully.
Course readings

A reader will be available for purchase at the first class meeting from Field Copy (if you need to contact them directly, you can reach Greg there at 650-323-3155). You have also been asked to get copies of several children’s books.

Expectations during class

Consider what it is that you hope for and expect from your own students! You are asked to be a student who engages deeply with the subject matter and gives it your all. We expect you to engage with your colleagues to seriously challenge your thinking and your teaching practice. The class depends on your contribution: please be on time, complete the readings for each class in advance, bring the readings and any assignments with you, and participate fully in the activities/discussions during the seminar. *If you must miss a class, please let Maren and Erika know in advance, via email if possible.*

*Cell phones & digital devices:* Please turn off and put away cell phones before class starts, as a matter of professionalism and as a courtesy to your colleagues in the class. If you bring a computer or other digital device to class, you are committing to using it responsibly and respectfully (no instant messaging, checking e-mail, emergency lesson planning, etc.); please hold yourselves and each other accountable to this standard.

Field assignment summary

Your main field assignment for this class involves facilitating 3 text discussions, two with a small group and the other with the whole class. Sessions will generally last between 30 minutes and an hour. You will work with the same group of students for all your small-group sessions. The instructional focus of the conversations is eliciting and responding to student ideas about text, better understanding students’ sense-making and participation, and exploring ways of getting students to engage with each other’s ideas. You have received a more detailed summary of this field assignment, entitled: “Small group details.”
Written assignment summaries

Further details will be provided related to each assignment.

1) 3 written assignments. (80% of grade). These assignments are opportunities to reflect and plan. They are organized so that each successive sketch involves closer analysis and more detailed planning, as you get feedback and learn more over the course of the class.

2) Coded transcript and video (10% of grade) You will be asked to turn in a video and a coded transcript from one segment of your second discussion.

3) Class preparation and participation. (10% of grade) There are several dimensions to this expectation:

   ➢ You are asked to read several articles and other materials each week. Please read closely and reflect on several questions related to the readings that are noted on the syllabus (but no need to do this in writing unless you want to). Come to class ready to engage deeply in the readings; your contributions in class should make it clear that you have been thinking about the readings in careful way. You are expected to bring the course reader with you each week, as we will not only be referring to the readings for that day, but often to other readings in the reader as well.
   ➢ Periodically you will also be asked to complete short assignments in and out of class related to the week’s topic/readings. These won’t be formally graded, but they will form a basis for what we do in class, and we’ll sometimes ask you to turn them in so we get a sense of your thinking.
   ➢ Quality matters more than quantity. Whether you speak frequently or less frequently in whole-group or small-group discussions, we will expect evidence that you are contributing to the wrestling our class does with ideas, and that you are engaging deeply with the readings as well as other course content when you contribute.
   ➢ Participation takes many forms. Although we encourage everyone to speak up in whole-class discussions, you will not be penalized for not doing so. Do note that, if you do not speak in whole-class discussions, other markers of engagement and careful reading will take on even more importance.
   ➢ Regular, on-time attendance is assumed; unless there are highly extraordinary circumstances, if you miss more than one class, your grade will be affected.

Expectations for assignments

Please keep the following in mind for all assignments:

• Stanford Honor Code. You are expected to follow the Stanford Honor Code. For a full explanation of the Stanford Honor Code, please go to

   http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm
If you have any questions about how it applies to a particular assignment, please ask. Note that it is considered a violation of the Honor Code to accept notes, or summaries in any form, from another student on an assigned reading that you have not yourself read.

- **Work quality.** Care about your work, and do your best. Do better than your best: push yourself to take risks and make commitments that will further develop the quality of your work, as you would hope your own students would do. Enlist the support of others: in this class, you are encouraged to have others help you edit and revise your work. You are also encouraged to make use of the resources available at the Stanford Writing Center: see [http://swc.stanford.edu/](http://swc.stanford.edu/).

- **Respect and privacy.** All of your written work in this class will involve analysis of your work with children. Part of being respectful toward them is taking your observations very seriously, spending a lot of time figuring out what you think of what you are seeing, and being careful in finding a useful language to describe those observations. Please also guard the privacy of students and teachers by using only pseudonyms for those who appear in your writing.

**Deadlines and evaluation**

We will be assigning grades on the basis of the quality of each assignment, and your course grade will be based on your cumulative work. That said, this class is intended most of all to support your learning, not to evaluate it. Should you have any questions about your progress in the course, please do not hesitate to talk with me about it. Any requests for extensions must be discussed with the instructors in advance. Please note that, if permission is granted to turn in an assignment late, you will receive a grade but few, if any, additional comments on your work.

**For students with documented disabilities**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an *Accommodation Letter* for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066).
Instructor: Judy Hicks
CERAS 107
jrgg@stanford.edu
Office hours after class or by appointment

Co-Instructor: Lorien Chambers-Schuldt
CERAS 524
lorienc@stanford.edu
Office hours after class or by appointment

Course Description
This course is the second of the three-course series, Becoming Literate in School, designed for the STEP Elementary program. This class introduces fundamentals in content, pedagogy, and assessment for teaching reading and writing. Candidates explore theories and practices through a variety of experiences, including discussion, in-class models and simulations, guided observation in the placement classroom, assessment of students, lesson planning, teaching, and presenting to/reflecting with colleagues.

Course Objectives
As we continue with the themes established during the summer, candidates will continue developing ways to create a positive, responsive literacy environment through: 1) learning about their students, 2) interacting thoughtfully with students, and 3) using pedagogical strategies and academic standards that foster literacy learning and community.

Candidates will develop their understanding of what is taught in reading and writing in the elementary grades. They will learn a variety of research-based strategies for teaching reading and writing, including strategies for English learners. Candidates will begin to administer and interpret assessments for reading accuracy, comprehension, and composition, and to plan reading and writing instruction.

Course Website:
Announcements, readings, assignments, and course materials will be posted on the STEP Google site. You may also be asked to post questions and assignments on the site.
**Attendance and Participation**
Active engagement in class and in your field placement is integral to the success of the course. The more you are able to make connections between your coursework and what you observe and do in the field, the more you will benefit from this class. Attendance and participation are required. If for some reason you cannot attend class, please e-mail Judy at jrg@stanford.edu.

**Course Reading**
The same books that were used during the summer will be used this quarter. The focus this quarter will be on the two books by Calkins. All books are available at the Stanford Bookstore. They are also on two-hour reserve in Cubberley Library and in the STEP library.


**Grading**
All assignments are due at the day and time noted on the syllabus. If an extension is necessary for reasons such as illness or an unexpected event, arrangements must be made with the instructor prior to the day that the assignment is due. If no such arrangement is made, the assignments will be given a reduced grade. Grades will be based on the following:

- Class attendance/participation (includes in-class journal) 34%
- Reading Lesson and Video 33%
- Writing Lesson and Video 33%

**About Assignments**

**Expectations:**
*Stanford Honor Code.* Most of the assignments in this course are collaborative in nature. Though you will be working together, the Stanford Honor Code still applies. Two specific areas to be aware of are submitting others’ work as your own and plagiarism. Please be sure that you cite others’ ideas and text appropriately. For a full explanation of the Stanford Honor Code, please go to http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm.
Work Quality. Part of becoming a teaching professional is disciplining oneself to produce high-quality written documents. As a teacher you will write parent newsletters, memos to the principal and faculty, and case reports to specialists who support your students. Your level of professionalism and knowledge will be judged in part by the way in which you present yourself in writing. Because this is a literacy course, we would like you to showcase your best literacy skills in the work you produce. All written assignments should be well-crafted and edited. We encourage you to help each other with revisions and editing. You may want to set up a writing group for each assignment and provide each other with feedback. The Stanford Writing Center is another great support but the tutors will not edit your work. You can sign up for a writing tutor at http://swc.stanford.edu/.

Assignments

Preparation for class. A third of your grade will be based on the degree to which you prepare for class and engage actively in lecture, discussion, and class activities. All reading for each class meeting should be completed before class. Some class meetings will require you to bring observation notes, student assessments, video, a book, or a paper to discuss. The success of the course activities and your learning will depend upon your preparedness, so please make this your highest priority.

Reading lesson and video. This assignment will give you an opportunity to learn about reading instruction, design instruction based on student needs, and teach a small group of students. This assignment can take one of two basic forms: guided reading or a reading workshop minilesson and conferences. The type of instruction you use will depend on your placement classroom. Talk with your CT well before the planning stage so you can identify the students with whom you will be working and the approach to teaching you will use. Next, ask your CT to share any assessment data that she/he has for the students you will be teaching. Arrange to observe these students in a variety of reading contexts. You will plan one reading lesson with the support of your CT. The assignment will include a detailed lesson plan in which you script what you will say, which will be sent to either Judy [Brooke, Jen, Phan, Rachel, Nick, Sam, Ryan, Kelsey, Cheryl, Edward, Kathy, Julia] or Lorien [Emily A., Kate, Jennie, Zoe, Emily J., Faith, Keightly, Kelly, Kenny, Melissa, Amelia] by Friday, Oct. 25th. You will receive feedback quickly, so you can teach and videotape your lesson the week of October 27th. The final lesson plan, materials, CD, and a short reflection, are due on November 7th. You’ll also have a chance to share your work and learning in class, together with a short video clip, on Dec. 5th. More detailed information, including a project timeline, will be provided in a separate assignment sheet.

Writing lesson and video. Using at least one of the pedagogical strategies covered in the course, you will plan, teach, and videotape a lesson on writing craft or process (i.e., you may not teach a lesson on English language conventions). Unless you are using an inquiry approach, we encourage you to keep the lesson short (about 10 minutes). And, unless it is not appropriate, your lesson should include an independent writing time for students to practice what you have taught them or to continue their ongoing work. During this time, you should confer with
students about their writing. Finally, your lesson should include some type of closure, such as revisiting the teaching point, sharing in pairs, or allowing one student to share and solicit feedback from his or her peers. The assignment will include a detailed lesson plan in which you script what you will say, which will be submitted to Judy [Brooke, Jen, Phan, Rachel, Nick, Sam, Ryan, Kelsey, Cheryl, Edward, Kathy, Julia] or Lorien [Emily A., Kate, Jennie, Zoe, Emily J., Faith, Keighty, Kelly, Kenny, Melissa, Amelia] by Friday, Nov. 15th. You will videotape your teaching the week of November 26th. The final lesson plan, materials, CD, and a short reflection, are due on December 5th. You’ll also have a chance to share your work and learning in class, together with a short video clip, on Dec. 5th. More detailed information, including a project timeline, will be provided in a separate assignment sheet.
<table>
<thead>
<tr>
<th>STRAND</th>
<th>DATE</th>
<th>TOPICS</th>
<th>READING</th>
<th>ASSIGNMENTS AND REMINDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and goals in reading and writing</td>
<td>9/26</td>
<td>About the Quarter</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Content and Goals of Writing Instruction, Part One</td>
<td>READING:</td>
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<td></td>
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<td></td>
<td>Calkins, ATR, Chapter 1: Co-Authoring a Literate Community in the Classroom, pp. 17-25.</td>
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<td>California’s Common Core Content Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects. If you would like to see the entire K-12 standards go to: <a href="http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf">http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf</a></td>
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<td>Re-skim pp. 1-26 from the standards, paying particular attention to the reading standards for your current grade placement.</td>
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<td>WRITING:</td>
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<td>Calkins, ATW, Chapter 2: Tap the Energy for Writing. pp. 11-19.</td>
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<td>10/3</td>
<td>Content and Goals of Writing Instruction, Part Two</td>
<td>READING:</td>
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<td>✓ Determine if/how reading standards guide instruction in your placement.</td>
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<td>✓ Consider how Hirsch and Calkins would feel about instruction in your placement.</td>
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<td></td>
<td>✓ And, you, what about you? What are your emerging standards?</td>
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<td>WRITING:</td>
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<td>✓ As you read Calkins, think about the writing you did in class last week. How has this reading informed, challenged, or reinforced your thinking?</td>
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<td>Please bring all the articles (K-5 standards, Goldenberg, and Hirsch) and your writing notebook to class!</td>
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<td>Date</td>
<td>Topic</td>
<td>Textbook References</td>
<td>Questions</td>
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</table>
| 10/10 | Guided Leveled Reading | Calkins, ATR, Chapter 2: Words that Change the World, pp. 41-63.  
Calkins, ATR, Chapter 7: Teaching Readers within a Leveled Classroom Library, pp.119-135.  
Calkins, ATR, Chapter 10: Guided Reading and Strategy Lessons, pp. 175-195.  
Johnston, Chapter 4: Agency and Becoming Strategic, pp. 29-42. | ✓ Think about the practices you have observed in your placement. Do you see “agency” developed as in the Johnston chapter? How?  
✓ Does your class have a class library? If so, what kinds of books are in it? Are books leveled in any way?  
✓ How are children matched to books in your classroom—or are they?  
✓ If your placement has guided reading groups, talk to your CT about how children are placed in the groups. |
| 10/17 | Planning Focus Lessons (also called MiniLessons) to support text comprehension, vocabulary, world knowledge, ideas, and imagination | Calkins, ATR. Chapter 5: Minilessons, pp. 81-99.  
Calkins, ATR, Chapter 6: Coaching and Conferring with Readers, pp. 101-117.  
Calkins, ATR, Chapter 18: Talking and Writing to Develop Ideas, pp. 359-385.  
Calkins, ATR, Chapter 21: Nonfiction reading, pp. 437-457.  
Calkins, ATR, Chapter 22: The Elements of Story, pp. 459-472.  
Johnston, Chapter 6: Knowing, pp. 53-63 | ✓ Think about the practices you have observed in your placement. How do you see “knowing” developed as in the Johnston chapter?  
✓ Do you see minilessons or other instruction to foster text comprehension, vocabulary, world knowledge, ideas, imagination? Note effectiveness and how EL learners are supported.  
✓ Do read-alouds support any of the above? How?  
✓ Do coaching and conferring support any of the above? How? |
Calkins, ATR, Chapter 15: Talking and thinking about Books–Comprehension for Young Readers, pp. 305-319.  
Calkins, ATR, Chapter 20: Book Clubs, pp. 395-427.  
Calkins, ATR, Chapter 25: Personal Response, pp. 513-527.  
Finish reading your Book Club book! | ✓ As you read your BC book, put post-its in it as discussed by Calkins in Chapter 15. Leave them in when you bring book to class. Star any that might spark a good Book Club discussion.  
✓ If possible, be ready to share a personal response to your BC book.  
✓ Think about the practices you have observed in your placement that foster/control student discussion. What is working well? How does what you see compare to Calkins’ “talk-
Reading Lesson Plan due by Friday, Oct. 25 (tomorrow).

Teach reading lesson the week of Oct. 28 (next week).

How do the practices in your placement compare to practices/dispositions promoted by Samway and Ranker?

Think about each of the findings Samway presents in terms of their implications for practice. How does the research inform the stance you might take as a teacher or practices you might use? Bring your notes to class.

Choose one student to observe this week during writing—if possible, a second language learner.

Select one piece of his/her writing and bring 2 copies to class today!

Bring CA standards to class.

10/31

Student Development in Writing


Notes for Samway: You may find that the sections on writing stages overlap with what we learned in the summer. The terminology is different, but that is unimportant. As you read, don’t worry about remembering the details of each study Samway presents—just use the examples to help yourself understand the main point.

Read the Calkins ATW Chapter that best corresponds to the type of classroom your sample student’s writing came from (or skim 1 or 2 chapters): Chapter 6, Writing in the Home, Nursery School, and the Kindergarten, pp. 59-81; Chapter 7, Grades, K, 1, and 2, pp. 83-107; Chapter 8, Grades 2 and 3, pp. 109-137; Chapter 9, Upper Elementary Grades, pp. 139-155; Chapter 10, If you have a very advanced upper elementary writer.

Calkins, ATW, Chapter 11, Establish a Predictable Workshop Environment, pp. 183-191.

Calkins, ATW, Chapter 12, Don’t be Afraid to Teach, pp. 193-219.

Calkins, ATW, Chapter 15, Writing Literature Under the Influence of Literature, pp. 249-259.

Calkins, ATW, Chapter 22, Genre Studies.

11/7

Planning Focus Lessons (also called Minilessons)

Unit Snapshots: Informational Writing

Calkins, ATW, Chapter 11, Establish a Predictable Workshop Environment, pp. 183-191.

Calkins, ATW, Chapter 12, Don’t be Afraid to Teach, pp. 193-219.

Calkins, ATW, Chapter 15, Writing Literature Under the Influence of Literature, pp. 249-259.

Calkins, ATW, Chapter 22, Genre Studies.

WRITING NOTEBOOK
Please choose two of these activities to try in your notebook. These entries can be short—about 1 page—and are free writes. Each person is different, but most of you will be able to do each one in 10-15 minutes.

1. List, jot, write long: 1) choose an idea from one of your graphic representations. 2) jot down a list/web of everything that word/phrase makes you think of. 3) write “long” about it. That is,

Supporting our students as writers
pp. 357-367.

Skim the *Launching a Writerly Life* on the STEP Google site that corresponds to your current grade placement. Be ready to share one idea from it that appealed to you.

<table>
<thead>
<tr>
<th>11/14</th>
<th>Giving Feedback</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teaching students to read like writers</td>
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<tr>
<td></td>
<td>Calkins, ATW, Chapter 13, Conferring, pp. 221-229</td>
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<tr>
<td></td>
<td>Calkins, ATW, Chapter 14, Learning to Confer, pp. 231-247</td>
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<td>Calkins, ATW, Chapter 16, Publication, pp. 261-271</td>
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<td>Calkins, ATW, Chapter 17, Apprenticeships in the Writing Workshop: Learning from Authors, pp. 273-285</td>
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<td></td>
<td>Calkins, ATW, Chapter 18, Editing, pp. 287-309</td>
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<tr>
<td></td>
<td>Johnston, Chapter Five Flexibility and Transfer (or Generalizing) pp. 43-52</td>
</tr>
</tbody>
</table>

- Bring in a student’s writing sample for a mock writing conference. This can be the same one you brought before.
- Bring Calkins ATW to class.
- Think about the discourse around writing in your classroom. How do students ask for support, and what kinds of support do they ask for? How does the teacher provide feedback, and what sort of feedback does she/he provide?
- Writing Lesson Plan due by Friday, Nov. 15 (tomorrow).
- Teach writing lesson the week of Nov. 25 (week after Thanksgiving Recess).

THANKSGIVING RECESS

NOVEMBER 18-22
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading:</th>
<th>Writing:</th>
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<tbody>
<tr>
<td></td>
<td>Connections and practices for ELs</td>
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</table>

**Assessment: Powerful tools for teaching**

- **Think about the assessment practices you have observed in your placement.** How are they used? Do they guide instruction?
- **Bring in a student writing sample that you have evaluated using:**
  - Standards
  - 6 Traits rubric
  - Genre Rubric
  Be prepared to talk and write about what you have learned.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Share your reading and writing lessons!</th>
<th>BLIS Jeopardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/5</td>
<td>Reading and writing lesson video presentations</td>
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<tr>
<td></td>
<td>Bringing it all together: Reading and Writing in a Workshop Setting</td>
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</table>

**Reflecting on our teaching**

- **Writing lesson plan, video, and reflection due today.**
- **Bring both reading and writing video clips to share today on your laptop.** Bring connecting speakers, if possible.
ED 228E: Becoming Literate in School, Summer 2013
Tuesday, Thursday 3:15-6:05, CERAS 204 [7/23 and 7/25 will be in CERAS 101; 7/30 and 8/1 will be 12:30-3:30].

Course Description
This course is the first of the three-course series, Becoming Literate in School, designed for the STEP Elementary program. BLIS I explores some of the theories that guide instructional decision-making in literacy. The course focuses on how children learn to read and spell words and presents research-based methods for assessment and instruction. Candidates explore these theories and practices through a variety of experiences, including discussion, in-class simulations, guided observation in the placement classroom, assessment of students, lesson planning, teaching, presenting to and reflecting with colleagues.

Course Objectives
Candidates will be able to assess students’ word knowledge, identify what students know and what they are ready to learn, and create word study lessons to further their learning. They will have a basic knowledge of early literacy development (including phonemic awareness, phonics, vocabulary and oral language development, fluency, and comprehension) and word knowledge assessment, all of which we will build on in subsequent quarters. Finally, candidates will learn ways to create a positive, responsive literacy environment through: 1) learning about their students, 2) interacting thoughtfully with students, and 3) using pedagogical strategies that foster literacy learning and community.

Course Website:
The course website will be housed on the Elementary STEP Google site/wiki. It is called BLIS—EDUC 228E: Becoming Literate in Schools I: Summer, 2013.

Attendance and Participation
Active engagement in class and in your field placement is integral to the success of the course. The more you are able to make connections between your coursework and what you observe and do in the field, the more you will benefit from this class. Attendance and participation are required. If for some reason you cannot attend class, please e-mail Judy at jrgh@stanford.edu.

Course Reading
Course books
These books will be used in both the summer and fall BLIS courses. The two books by Calkins will be used primarily in the fall. All books are available at the Stanford Bookstore. They are also on two-hour reserve in Cubberley Library and in the STEP Library.

[We strongly encourage you to get the 5th edition of this book, as it is the only version that includes the online toolkit.]


Other readings (posted on the wiki and given out in class):


BCLAD resources


The following website has many resources on it that may be helpful:

http://searchlight.utexas.org/content/classroom-resources-test/phonics-classroom-resources/sequences-1/sequence.2007-05-30.9864412717/additional-word-study-resources-in-spanish

Children’s Books

Cubberley Library in the School of Education has a number of children’s books you can check out throughout your year in STEP. Their website is helpful in both showing the books they have –and providing information about each book as to its reading level, genre, and approximate child interest ages. See:

http://www.stanford.edu/group/cubberley/collections/childrens_books

Grading

All assignments are due at the day and time noted on the syllabus. If an extension is necessary for reasons such as illness or an unexpected event, arrangements must be made with the instructor prior to the day that the assignment is due. If no such arrangement is made, the assignment will be given a reduced grade. Grades will be based on the following:

Class attendance/participation 30%
Voice paper 10%
Word study lesson and video project 35%
Classroom Language Context project 25%

About Assignments

Expectations:
Stanford Honor Code. Most of the assignments in this course are collaborative in nature. Though you will be working together, the Stanford Honor Code still applies. Two specific areas to be aware of are submitting others’ work as your own and plagiarism. Please be sure that you cite others’ ideas and text appropriately. For a full explanation of the Stanford Honor Code, please go to http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm.
Work Quality. Part of becoming a teaching professional is disciplining oneself to produce high-quality written documents. As a teacher you will write parent newsletters, memos to the principal and faculty, and case reports to specialists who support your students. Your level of professionalism and knowledge will be judged in part by the way in which you present yourself in writing. Because this is a literacy course, we would like you to showcase your best literacy skills in the work you produce. All written assignments should be well-crafted and edited. We encourage you to help each other with revisions and editing. You may want to set up a writing group for each assignment and provide each other with feedback. The Stanford Writing Center is another great support but the tutors will not edit your work. You can sign up for a writing tutor at http://swc.stanford.edu/.

Assignments

Preparation for class. Thirty percent of your grade will be based on the degree to which you prepare for class and engage actively in lecture, discussion, and class activities. All reading for each class meeting should be completed before class. Some class meetings will require you to bring observation notes, student assessments, video, or a paper to discuss. The success of the course activities and your learning will depend upon your preparedness, so please make this your highest priority.

Voice paper. One of the Six Traits of writing, and perhaps the most important, is Voice. There are two main goals for this assignment. One is to consider voice in writing. The other is to reflect on your own literacy experiences and how they may influence your idea of the teacher you hope to be. You will write two short pieces—each no longer than 250 words. The lens to use on this writing is that of contemporary literary writing. You will share your writing in class on Thursday, July 11th. You will read each other’s papers and may read some of your writing aloud. Please post your writing on the STEP Google site/wiki. A more detailed assignment sheet will be given to you in class and posted on the STEP Google site/wiki.

Word study lesson and video project. This assignment will give you an opportunity to learn about word study assessment, design instruction based on student needs, and teach a small group of students. You will work with the other candidates in your placement to assess all the students in your class. Next you'll bring the results to class and we will work together to analyze them. Together with the other candidates in your placement you will group the students by needs and each of you will choose a different group to teach. Once you have your group of students the planning will begin. We'll provide you some class time to plan a small group lesson. Finally, you'll teach and videotape your lesson. You will turn in your assessments, lesson plan, materials, CD, and a short reflection on August 1st. You'll also have a chance to share your work and learning in class on that day. More detailed information, including a project timeline, was provided in a separate assignment sheet and this information, as well as a Word Study Lesson Plan template and a Tips for Managing your Word Study Lesson, are on the STEP Google site/wiki.

Classroom Language Context project. This assignment will provide an opportunity to reflect on Peter Johnston's book Choice Words. In a 4-5-page double-spaced paper, you will write a response to that book in light of your placement experience and/or your own experiences. Your challenge is to write a concise, well-organized, interesting piece that will be enjoyable to read and support you in contributing to class discussions. Due Tuesday, July 16th.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading for this class</th>
<th>Assignments and Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tue. 7/2</td>
<td>Introductions Introduction to the course</td>
<td>Bear et al., Chapter 1, pp. 1-23</td>
<td>✓ Please be sure you have joined the STEP wiki</td>
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<td></td>
<td>Responding to literature with personal connections: One example using Lifting a Line</td>
<td>Bear et al., Chapter 2, pp. 25-32 (stop at “Score and Analyze. . .”); 47-48</td>
<td>✓ Once you have your copy of Words Their Way [5th edition], use your access code to register for the PD Toolkit</td>
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<td></td>
<td>Learning to read simulation</td>
<td>Edgerton, Chapter 1, pp. 10-34.</td>
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<tr>
<td>2 Tue. 7/9</td>
<td>Introduction to word study</td>
<td>Bear et al., Chapter 4, pp. 93-147, <em>skimming</em> pp. 122-146</td>
<td>✓ Bring Words their Way to class today</td>
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<td>How children learn to read words—the development and interconnection of phonemic awareness, phonics, fluency, vocabulary, and comprehension Word study assessment</td>
<td>Put Reading First. Phonemic Awareness/Phonics [A pdf is posted on the wiki] Please read pp. 1-17.</td>
<td>✓ Meet with CT this week to schedule spelling assessment and decide how it will be administered. Give the assessment to the whole class anytime between 7/8 and 7/12.</td>
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<td>3 Thurs 7/11</td>
<td>Word learning: Emergent—developing phonemic awareness and alphabetic knowledge through phonics and Word Study Discuss Voice papers</td>
<td>Bear et al., Chapter 5, pp. 149-197, <em>skimming</em> pp. 177-197, Bear et al., pp. 32-51 Bear et al., Chapter 3, pp. 53-91 Helman article</td>
<td>✓ Bring Voice paper to class</td>
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<td>✓ Bring Words their Way to class</td>
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<td>✓ Complete giving all your word study assessments so you can bring them to class on Tuesday.</td>
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<td>✓ Take time to sit and observe your cooperating teacher. With the Johnston reading in mind, make notes of interesting teacher-student interactions. Your Classroom Language Context Project is due on Tuesday, 7/16.</td>
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<tr>
<td>4 Tue. 7/16</td>
<td>Word learning: Letter-name alphabetic—developing spelling-sound knowledge and fluency through Word Study Work time: Score word study assessments Generating curriculum with students: One example using Golden Lines Discuss Classroom Context Work</td>
<td>Bear et al., Chapter 6, pp. 199-239, <em>skimming</em> pp. 225-239, Bear et al., Chapters 7 and 8, <em>skimming</em> pp. 241 -310 as needed</td>
<td>✓ Bring Words their Way to class</td>
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<td>✓ Bring Word Study Spelling Inventory student assessments to class</td>
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<td>✓ You will need to come to class Thursday having consulted with your CT to determine your small group and the skill you'll teach. We’ll work in class on Thursday to craft your lesson.</td>
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<td>✓ Classroom Language Context Project due today—please bring to class</td>
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<tr>
<td>5 Thurs 7/18</td>
<td>Word learning: Within-word pattern, Syllable and Derivations overview—developing vocabulary and comprehension through Word Study Work time: Planning a word study lesson</td>
<td>Bear et al., Chapter 6, pp. 199-239, <em>skimming</em> pp. 225-239, Bear et al., Chapters 7 and 8, <em>skimming</em> pp. 241 -310 as needed</td>
<td>✓ Bring scored word study assessments and your [CT-approved] group + skill you’ll teach.</td>
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<td>✓ Bring Words their Way to class</td>
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<td>✓ Schedule a 15-20 minute time to teach your Word Study Lesson early next week.</td>
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<td>✓ Send word study lesson plan to Judy and Connie by 8PM on Thursday, 7/18. We will get feedback to you over the weekend.</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Reads and Resources</td>
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<tr>
<td>6</td>
<td>Tue. 7/23</td>
<td>Discuss articles</td>
<td>Read articles by Hirsch, Flores &amp; Diaz, and Moll. Bring these articles to class today– with your notes on them–for our discussion.</td>
</tr>
<tr>
<td>7</td>
<td>Thurs. 7/25</td>
<td>History of Reading Instruction</td>
<td>Common Core State Standards for Literacy: [A pdf is posted on the wiki] Please read pp. 8-33.</td>
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<td></td>
<td>Hacker and Dreifus (2013).</td>
</tr>
<tr>
<td>8</td>
<td>Tue. 7/30</td>
<td>Interactive Read-alouds and strategies for comprehension</td>
<td>Calkins, <em>The Art of Teaching Reading</em>, Chapter 11, pp. 197-222.</td>
</tr>
<tr>
<td>9</td>
<td>Thu. 8/1</td>
<td>Video conversations: Word study lesson and video project</td>
<td>Assisting Students Struggling with Reading. IES Practice Guide. What Works Clearinghouse. [A pdf is posted on the wiki] Please read pp. 1-31.</td>
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<td>Differentiated Instruction</td>
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</table>

*[We strongly encourage you to get the 5th edition of this book, as it is the only version that includes the online toolkit.]*


**Other readings (posted on the wiki and given out in class):**


BCLAD resources


The following website has many resources on it that may be helpful:

http://searchlight.utexas.org/content/classroom-resources-test/phonics-classroom-resources/sequences-1/sequence.2007-05-30.9864412717/additional-word-study-resources-in-spanish

Children’s Books

Cubberley Library in the School of Education has a number of children’s books you can check out throughout your year in STEP. Their website is helpful in both showing the books they have—and providing information about each book as to its reading level, genre, and approximate child interest ages. See:

http://www.stanford.edu/group/cubberley/collections/childrens_books

Grading

All assignments are due at the day and time noted on the syllabus. If an extension is necessary for reasons such as illness or an unexpected event, arrangements must be made with the instructor prior to the day that the assignment is due. If no such arrangement is made, the assignment will be given a reduced grade. Grades will be based on the following:

- Class attendance/participation 30%
- Voice paper 10%
- Word study lesson and video project 35%
- Classroom Language Context project 25%

About Assignments

Expectations: *Stanford Honor Code*. Most of the assignments in this course are collaborative in nature. Though you will be working together, the Stanford Honor Code still applies. Two specific areas to be aware of are submitting others’ work as your own and plagiarism. Please be sure that you cite others’ ideas and text appropriately. For a full explanation of the Stanford Honor Code, please go to http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm.
Work Quality. Part of becoming a teaching professional is disciplining oneself to produce high-quality written documents. As a teacher you will write parent newsletters, memos to the principal and faculty, and case reports to specialists who support your students. Your level of professionalism and knowledge will be judged in part by the way in which you present yourself in writing. Because this is a literacy course, we would like you to showcase your best literacy skills in the work you produce. All written assignments should be well-crafted and edited. We encourage you to help each other with revisions and editing. You may want to set up a writing group for each assignment and provide each other with feedback. The Stanford Writing Center is another great support but the tutors will not edit your work. You can sign up for a writing tutor at http://swc.stanford.edu/.

Assignments

Preparation for class. Thirty percent of your grade will be based on the degree to which you prepare for class and engage actively in lecture, discussion, and class activities. All reading for each class meeting should be completed before class. Some class meetings will require you to bring observation notes, student assessments, video, or a paper to discuss. The success of the course activities and your learning will depend upon your preparedness, so please make this your highest priority.

Voice paper. One of the Six Traits of writing, and perhaps the most important, is Voice. There are two main goals for this assignment. One is to consider voice in writing. The other is to reflect on your own literacy experiences and how they may influence your idea of the teacher you hope to be. You will write two short pieces—each no longer than 250 words. The lens to use on this writing is that of contemporary literary writing. You will share your writing in class on Thursday, July 11th. You will read each other’s papers and may read some of your writing aloud. Please post your writing on the STEP Google site/wiki. A more detailed assignment sheet will be given to you in class and posted on the STEP Google site/wiki.

Word study lesson and video project. This assignment will give you an opportunity to learn about word study assessment, design instruction based on student needs, and teach a small group of students. You will work with the other candidates in your placement to assess all the students in your class. Next you’ll bring the results to class and we will work together to analyze them. Together with the other candidates in your placement you will group the students by needs and each of you will choose a different group to teach. Once you have your group of students the planning will begin. We’ll provide you some class time to plan a small group lesson. Finally, you’ll teach and videotape your lesson. You will turn in your assessments, lesson plan, materials, CD, and a short reflection on August 1st. You’ll also have a chance to share your work and learning in class on that day. More detailed information, including a project timeline, was provided in a separate assignment sheet and this information, as well as a Word Study Lesson Plan template and a Tips for Managing your Word Study Lesson, are on the STEP Google site/wiki.

Classroom Language Context project. This assignment will provide an opportunity to reflect on Peter Johnston’s book Choice Words. In a 4-5-page double-spaced paper, you will write a response to that book in light of your placement experience and/or your own experiences. Your challenge is to write a concise, well-organized, interesting piece that will be enjoyable to read and support you in contributing to class discussions. Due Tuesday, July 16th.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading for this class</th>
<th>Assignments and Reminders</th>
</tr>
</thead>
</table>
| **1** Tue. 7/2 | Introductions  
Introduction to the course  
Responding to literature with personal connections: One example using *Lifting a Line*  
Learning to read simulation | **Assignments and Reminders**  
Please be sure you have joined the STEP wiki  
Once you have your copy of Words Their Way [5th edition], use your access code to register for the PD Toolkit | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Time/Day</th>
<th>Activity</th>
<th>Readings and Resources</th>
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<tbody>
<tr>
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<td>Discuss articles</td>
<td>Read articles by Hirsch, Flores &amp; Diaz, and Moll. Bring these articles to class today—with your notes on them—for our discussion.</td>
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<td>Video conversations: Word study lesson and video project</td>
<td>Assisting Students Struggling with Reading. IES Practice Guide. What Works Clearinghouse.</td>
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<td>Putting it All Together: Designing a full day of literacy instruction to address phonemic awareness, phonics, vocabulary, fluency, and comprehension.</td>
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**WE MEET IN CERAS 101 TODAY AND THURSDAY**

- Teach and videotape your 15-20-minute small group word study lesson **early** this week.

- **WE MEET AT 12:30 (CERAS 204) TODAY AND THURSDAY**

- Bring your laptop to class with your 10 minute video clip loaded on it ready to share in a small group.

- Word Study Lesson and Video project is due today. Refer to assignment sheet.
Course Description
This course is the second of the three-course series, Becoming Literate in School, designed for the STEP Elementary program. This class introduces fundamentals in content, pedagogy, and assessment for teaching reading and writing. Candidates explore theories and practices through a variety of experiences, including discussion, in-class models and simulations, guided observation in the placement classroom, assessment of students, lesson planning, teaching, and presenting to/reflecting with colleagues.

Course Objectives
As we continue with the themes established during the summer, candidates will continue developing ways to create a positive, responsive literacy environment through: 1) learning about their students, 2) interacting thoughtfully with students, and 3) using pedagogical strategies and academic standards that foster literacy learning and community.

Candidates will develop their understanding of what is taught in reading and writing in the elementary grades. They will learn a variety of research-based strategies for teaching reading and writing, including strategies for English learners. Candidates will begin to administer and interpret assessments for reading accuracy, comprehension, and composition, and to plan reading and writing instruction.

Course Website:
Announcements, readings, assignments, and course materials will be posted on the STEP Google site. You may also be asked to post questions and assignments on the site.
**Attendance and Participation**
Active engagement in class and in your field placement is integral to the success of the course. The more you are able to make connections between your coursework and what you observe and do in the field, the more you will benefit from this class. Attendance and participation are required. If for some reason you cannot attend class, please e-mail Judy at jrgh@stanford.edu.

**Course Reading**
The same books that were used during the summer will be used this quarter. The focus this quarter will be on the two books by Calkins. All books are available at the Stanford Bookstore. They are also on two-hour reserve in Cubberley Library and in the STEP library.


**Grading**
All assignments are due at the day and time noted on the syllabus. If an extension is necessary for reasons such as illness or an unexpected event, arrangements must be made with the instructor prior to the day that the assignment is due. If no such arrangement is made, the assignments will be given a reduced grade. Grades will be based on the following:

- Class attendance/participation (includes in-class journal) 34%
- Reading Lesson and Video 33%
- Writing Lesson and Video 33%

**About Assignments**

**Expectations:**
*Stanford Honor Code*. Most of the assignments in this course are collaborative in nature. Though you will be working together, the Stanford Honor Code still applies. Two specific areas to be aware of are submitting others’ work as your own and plagiarism. Please be sure that you cite others’ ideas and text appropriately. For a full explanation of the Stanford Honor Code, please go to http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm.
Work Quality. Part of becoming a teaching professional is disciplining oneself to produce high-quality written documents. As a teacher you will write parent newsletters, memos to the principal and faculty, and case reports to specialists who support your students. Your level of professionalism and knowledge will be judged in part by the way in which you present yourself in writing. Because this is a literacy course, we would like you to showcase your best literacy skills in the work you produce. All written assignments should be well-crafted and edited. We encourage you to help each other with revisions and editing. You may want to set up a writing group for each assignment and provide each other with feedback. The Stanford Writing Center is another great support but the tutors will not edit your work. You can sign up for a writing tutor at http://swc.stanford.edu/.

Assignments
Preparation for class. A third of your grade will be based on the degree to which you prepare for class and engage actively in lecture, discussion, and class activities. All reading for each class meeting should be completed before class. Some class meetings will require you to bring observation notes, student assessments, video, a book, or a paper to discuss. The success of the course activities and your learning will depend upon your preparedness, so please make this your highest priority.

Reading lesson and video. This assignment will give you an opportunity to learn about reading instruction, design instruction based on student needs, and teach a small group of students. This assignment can take one of two basic forms: guided reading or a reading workshop minilesson and conferences. The type of instruction you use will depend on your placement classroom. Talk with your CT well before the planning stage so you can identify the students with whom you will be working and the approach to teaching you will use. Next, ask your CT to share any assessment data that she/he has for the students you will be teaching. Arrange to observe these students in a variety of reading contexts. You will plan one reading lesson with the support of your CT. The assignment will include a detailed lesson plan in which you script what you will say, which will be sent to either Judy [Brooke, Jen, Phan, Rachel, Nick, Sam, Ryan, Kelsey, Cheryl, Edward, Kathy, Julia] or Lorien [Emily A., Kate, Jennie, Zoe, Emily J., Faith, Keighty, Kelly, Kenny, Melissa, Amelia] by Friday, Oct. 25th. You will receive feedback quickly, so you can teach and videotape your lesson the week of October 27th. The final lesson plan, materials, CD, and a short reflection, are due on November 7th. You’ll also have a chance to share your work and learning in class, together with a short video clip, on Dec. 5th. More detailed information, including a project timeline, will be provided in a separate assignment sheet.

Writing lesson and video. Using at least one of the pedagogical strategies covered in the course, you will plan, teach, and videotape a lesson on writing craft or process (i.e., you may not teach a lesson on English language conventions). Unless you are using an inquiry approach, we encourage you to keep the lesson short (about 10 minutes). And, unless it is not appropriate, your lesson should include an independent writing time for students to practice what you have taught them or to continue their ongoing work. During this time, you should confer with
students about their writing. Finally, your lesson should include some type of closure, such as revisiting the teaching point, sharing in pairs, or allowing one student to share and solicit feedback from his or her peers. The assignment will include a detailed lesson plan in which you script what you will say, which will be submitted to Judy [Brooke, Jen, Phan, Rachel, Nick, Sam, Ryan, Kelsey, Cheryl, Edward, Kathy, Julia] or Lorien [Emily A., Kate, Jennie, Zoe, Emily J., Faith, Keighty, Kelly, Kenny, Melissa, Amelia] by Friday, Nov. 15th. You will videotape your teaching the week of November 26th. The final lesson plan, materials, CD, and a short reflection, are due on December 5th. You’ll also have a chance to share your work and learning in class, together with a short video clip, on Dec. 5th. More detailed information, including a project timeline, will be provided in a separate assignment sheet.
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<tr>
<th>STRAND</th>
<th>DATE</th>
<th>TOPICS</th>
<th>READING</th>
<th>ASSIGNMENTS AND REMINDERS</th>
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<tbody>
<tr>
<td>Content and goals in reading and writing</td>
<td>9/26</td>
<td>About the Quarter</td>
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<td>Content and Goals of Writing Instruction, Part One</td>
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<td>Content and Goals of Reading Instruction</td>
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<td>Reading Standards</td>
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<td>Content and Goals of Reading Instruction</td>
<td>Calkins, ATR, Chapter 1: Co-Authoring a Literate Community in the Classroom, pp. 17-25.</td>
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<td>Reading Standards</td>
<td>California’s Common Core Content Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects. If you would like to see the entire K-12 standards go to: <a href="http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf">http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf</a> Re-skim pp. 1-26 from the standards, paying particular attention to the reading standards for your current grade placement.</td>
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<td>✓ Determine if/how reading standards guide instruction in your placement.</td>
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<td>✓ Consider how Hirsch and Calkins would feel about instruction in your placement.</td>
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<td>✓ And, you, what about you? What are your emerging standards?</td>
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<td>✓ As you read Calkins, think about the writing you did in class last week. How has this reading informed, challenged, or reinforced your thinking?</td>
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<td>Please bring all the articles (K-5 standards, Goldenberg, and Hirsch) and your writing notebook to class!</td>
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<td>Date</td>
<td>Task</td>
<td>Reading Materials</td>
<td>Notes</td>
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| 10/10 | Guided Leveled Reading | Calkins, ATR, Chapter 2: Words that Change the World, pp. 41-63.  
Calkins, ATR, Chapter 7: Teaching Readers within a Leveled Classroom Library, pp.119-135.  
Calkins, ATR, Chapter 10: Guided Reading and Strategy Lessons, pp. 175-195.  
Johnston, Chapter 4: Agency and Becoming Strategic, pp. 29-42. | ✓ Think about the practices you have observed in your placement. Do you see “agency” developed as in the Johnston chapter? How?  
✓ Does your class have a class library? If so, what kinds of books are in it? Are books leveled in any way?  
✓ How are children matched to books in your classroom—or are they?  
✓ If your placement has guided reading groups, talk to your CT about how children are placed in the groups. |
| 10/17 | Planning Focus Lessons (also called MiniLessons) to support text comprehension, vocabulary, world knowledge, ideas, and imagination | Calkins, ATR. Chapter 5: Minilessons, pp. 81-99.  
Calkins, ATR, Chapter 6: Coaching and Conferring with Readers, pp. 101-117.  
Calkins, ATR, Chapter 18: Talking and Writing to Develop Ideas, pp. 359-385.  
Calkins, ATR, Chapter 21: Nonfiction reading, pp. 437-457.  
Calkins, ATR, Chapter 22: The Elements of Story, pp. 459-472.  
Johnston, Chapter 6: Knowing, pp. 53-63 | ✓ Think about the practices you have observed in your placement. How do you see “knowing” developed as in the Johnston chapter?  
✓ Do you see minilessons or other instruction to foster text comprehension, vocabulary, world knowledge, ideas, imagination? Note effectiveness and how EL learners are supported.  
✓ Do read-alouds support any of the above? How?  
✓ Do coaching and conferring support any of the above? How? |
| 10/24 | Models for Discussion: Book Talks and Book Clubs  
Calkins, ATR, Chapter 15: Talking and thinking about Books–Comprehension for Young Readers, pp. 305-319.  
Calkins, ATR, Chapter 20: Book Clubs, pp. 395-427.  
Calkins, ATR, Chapter 25: Personal Response, pp. 513-527.  
Finish reading your Book Club book! | ✓ As you read your BC book, put post-its in it as discussed by Calkins in Chapter 15. Leave them in when you bring book to class. Star any that might spark a good Book Club discussion.  
✓ If possible, be ready to share a personal response to your BC book.  
✓ Think about the practices you have observed in your placement that foster/control student discussion. What is working well? How does what you see compare to Calkins’ “talk-
<table>
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<th>Date</th>
<th>Activities</th>
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</table>
| 10/31 | **Student Development in Writing**  
**Development of English Learners in Writing**  
**Writing and Language Standards**  


Notes for Samway: You may find that the sections on writing stages overlap with what we learned in the summer. The terminology is different, but that is unimportant. As you read, don’t worry about remembering the details of each study Samway presents—just use the examples to help you understand the main point.  

Read the Calkins ATW Chapter that best corresponds to the type of classroom your sample student’s writing came from (or skim 1 or 2 chapters): Chapter 6, Writing in the Home, Nursery School, and the Kindergarten, pp. 59-81;  
Chapter 7, Grades, K, 1, and 2, pp. 83-107;  
Chapter 8, Grades 2 and 3, pp. 109-137;  
Chapter 9, Upper Elementary Grades, pp. 139-155;  
Chapter 10, If you have a very advanced upper elementary writer.  

✓ How do the practices in your placement compare to practices/dispositions promoted by Samway and Ranker?  
✓ Think about each of the findings Samway presents in terms of their implications for practice. How does the research inform the stance you might take as a teacher or practices you might use? Bring your notes to class.  

✓ Choose one student to observe this week during writing—if possible, a second language learner.  
✓ Select one piece of his/her writing and bring 2 copies to class today!  
✓ Bring CA standards to class. |

| 11/7 | **Planning Focus Lessons** (also called Minilessons)  
**Unit Snapshots: Informational Writing**  

Calkins, ATW, Chapter 11, Establish a Predictable Workshop Environment, pp. 183-191.  

Calkins, ATW, Chapter 12, Don’t be Afraid to Teach, pp. 193-219.  

Calkins, ATW, Chapter 15, Writing Literature Under the Influence of Literature, pp. 249-259.  

Calkins, ATW, Chapter 22, Genre Studies,  

**WRITING NOTEBOOK**  
Please choose two of these activities to try in your notebook. These entries can be short—about 1 page—and are free writes. Each person is different, but most of you will be able to do each one in 10-15 minutes.  

1. List, jot, write long: 1) choose an idea from one of your graphic representations. 2) jot down a list/web of everything that word/phrase makes you think of. 3) write “long” about it. That is, |
Skim the *Launching a Writerly Life* on the STEP Google site that corresponds to your current grade placement. Be ready to share one idea from it that appealed to you.

2. Paste a photograph or memento in your notebook. Write about the memory associated with the artifact.

3. Look over your graphic representations. Is there one idea that comes up in several of them, or is there an idea about which you have strong feelings? Write about that idea.

4. “Write down your first memory. Let the story gestate, then ask yourself what’s underneath it—is there any significance to this image in your current life?”

   - Reading lesson plan, CD, and reflection due today.

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>11/14</td>
<td>Giving Feedback</td>
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<td>Teaching students to read like writers</td>
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<td></td>
<td>Calkins, ATW, Chapter 13, Conferring, pp. 221-229</td>
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<td>Calkins, ATW, Chapter 14, Learning to Confer, pp. 231-247</td>
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<td>Calkins, ATW, Chapter 16, Publication, pp. 261-271</td>
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<td>Calkins, ATW, Chapter 17, Apprenticeships in the Writing Workshop: Learning from Authors, pp. 273-285</td>
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<td>Calkins, ATW, Chapter 18, Editing, pp. 287-309</td>
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<td>Johnston, Chapter Five Flexibility and Transfer (or Generalizing) pp. 43-52</td>
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</table>

   - Bring in a student’s writing sample for a mock writing conference. This can be the same one you brought before.
   - Bring Calkins ATW to class.
   - Think about the discourse around writing in your classroom. How do students ask for support, and what kinds of support do they ask for? How does the teacher provide feedback, and what sort of feedback does she/he provide?

   - Writing Lesson Plan due by Friday, Nov. 15 (tomorrow).
   - Teach writing lesson the week of Nov. 25 (week after Thanksgiving Recess).

THANKSGIVING RECESS
NOVEMBER 18-22
| Assessment: Powerful tools for teaching | 11/28 | Assessing Reading Comprehension Assessing Writing Connections and practices for ELs | **READING:**


**WRITING:**
Student writing, rubrics, and standards will be posted on the STEP Google site.

✓ Think about the assessment practices you have observed in your placement. How are they used? Do they guide instruction?

✓ Bring in a student writing sample that you have evaluated using:
  - Standards
  - 6 Traits rubric
  - Genre Rubric
Be prepared to talk and write about what you have learned.

| Reflecting on our teaching | 12/5 | Reading and writing lesson video presentations Bringing it all together: Reading and Writing in a Workshop Setting | Share your reading and writing lessons!
BLIS Jeopardy

✓ Writing lesson plan, video, and reflection due today.

✓ Bring both reading and writing video clips to share today on your laptop. Bring connecting speakers, if possible. |
This final course in the literacy sequence is organized around recognizing and engaging students as sense-makers. It will address the following:

**What is reading comprehension?** At its core, reading comprehension is about making sense of text. It is possible to make sense of texts in many different ways, and children often make sense of texts differently than their teachers and peers do. *A premise of this course that the teaching of reading should be focused most of all on children’s textual sensemaking rather than primarily on getting students to produce “right” answers about what texts mean.*

**Who is a sense-maker?** All of us! Children arrive at school already sense-makers—intelligent and thoughtful people who make decisions about what social interactions, texts, and their observations about the world might mean. Every child engages in sensemaking, and every child learns about the world through opportunities to make sense of things and through opportunities to learn how others are making sense of those things. But, while sensemaking is something all children do, every child’s sensemaking is unique. Sometimes children’s sensemaking is hard to understand, but working toward such understanding, as a teacher, matters both interpersonally and pedagogically. *A premise of this course is that teachers of reading should trust, value, and seek to understand both the social and the textual sensemaking of each child they teach.*

**How can teachers deepen the ways in which they trust, value, and seek to understand children’s sensemaking?** Close, non-evaluative observation and high-quality dialogue are both crucial. Observation enables us to notice what students are doing and understanding rather than focusing heavily on what they are not doing or understanding. Orchestrating high-quality dialogue in the classroom enables us to a.) hear the emerging ideas students offer at the conversational table; b.) engage with those ideas in a serious way; and c.) communicate curiosity and respect for those ideas. *A premise of this course is that close observation and high-quality dialogue take practice; a small-group text discussion is an ideal place for such practice, but what you learn about noticing and dialoguing will serve you well beyond this instructional format.*
How do children extend and transform their textual sensemaking? The beauty of different children bringing different textual ideas into play during discussion is that children are hearing and evaluating multiple ways of reading the text and of drawing upon textual evidence. Powerful pedagogical dialogue goes beyond making space for multiple voices to be heard; it also creates the opportunity, even the necessity, of students wrestling deeply with their own and each other’s ideas about what a text might mean. A premise of this course is that students’ varying, often conflicting ideas about the world and about textual meaning should drive the conversation during text discussions.

How can a teacher orchestrate instruction so that wrestling with peers’ ideas about text becomes a practice that is meaningful and sensible to students? If the teacher focuses classroom dialogue on getting students to share her/his own understandings of a text, it may well pre-empt the need for students to listen deeply to each other, and their need to evaluate the ideas and evidence others present. If student ideas are to take center stage, the teacher may need to bite her/his tongue at times, particularly when ideas come up that don’t reflect her/his understanding of the text. But the teacher absolutely plays an ongoing active role in the conversation, for example, as someone who helps surface student ideas and who invites other students to share in her/his curiosity about the textual thinking students share. When discussion doesn’t seem to be “working,” or when the teacher wants discussion to evolve to become more powerful, it is the teacher’s responsibility to examine how her language and instructional choices need to change to make space for that. A premise of this course is that teacher language and decision-making play a pivotal role in allowing students to wrestle fruitfully with one another’s textual sensemaking: by learning to identify particular kinds of talk moves, consider their effects, and subsequently adjust your own participation in nuanced ways, you can be agentive in orchestrating these kinds of discussions.

Sounds great if kids are on the right track as far as what the text means, but what if they aren’t? Ah, there’s the rub, and a place where we expect this class to be a challenge and an exercise in learning to trust your students. It’s much easier to trust, value, and seek to understand the textual ideas that align with our own, but it’s arguably even more important to trust, value, and seek to understand textual ideas that don’t. There is evidence that students who have the opportunity to wrestle with each other’s thinking are actually at an advantage when it comes to lasting understandings (Nystrand, 1997), suggesting that focusing on whether a student got this one part of the text “right” may short-circuit opportunities for deeper comprehension in the long run. But beyond that, a premise of this course is that students who engage in discussion centered on student textual ideas are learning more than just what a text means, or the content information a text communicates: they are learning what it can mean to communicate ideas, marshal evidence and engage with each other’s ideas; they are developing ideas about what reading is, what it is good for, and who they are as readers; they are developing intellectually curious and critical dispositions toward content, learning, dialogue, and their own textual ideas; and, finally they are learning to see each other (or not) as particular kinds of intellectual partners and resources. Teaching reading is about all of these things.
Course goals

Throughout the quarter, you will work toward developing an inner pedagogical compass that enables you to do the following:

1. Use talk, observation, and student reading/writing to get to know your students, allowing you to orchestrate instruction that is meaningfully contingent on their particularities and commonalities as literacy learners and as people;

2. Recognize how children variously make sense of text, and various ways you can support their text comprehension as they dialogue with you and with each other;

3. Consider how student curiosity, questions, inferences, and background knowledge can play a critical role in classroom meaning-making;

4. Identify how students’ everyday language and social relationships can serve as resources for learning;

5. Facilitate text discussions that are oriented toward making student sense-making central to the conversation;

6. Identify discursive patterns in your instruction and consider the affordances of various discursive moves;

7. Locate aspects of text that might pose a challenge to different students, as well as means of supporting students in working through these challenges;

8. Work and converse with other educators around all of the above.

Nature of the seminar

You will not receive many lectures in this class: each class will depend, instead, on the ideas we develop with one another as we engage in an ongoing conversation about pedagogy. We ask that you bring your own experiences as a reader/writer/thinker/teacher into dialogue with those of others, and with the course readings. Our classroom community depends on all of us making the commitment to one another to read thoughtfully, so that we can work together to critically unpack those readings during class. For the sake of your own learning, but also for the sake of the learning community to which you belong as a part of STEP, please complete all the readings, bring copies to class with you, and be prepared to talk about them. This quarter is particularly intense as you juggle augmented placement responsibilities with a range of coursework, but the course will mean much more to you, and to your STEP colleagues, if you read carefully.
Course readings

A reader will be available for purchase at the first class meeting from Field Copy (if you need to contact them directly, you can reach Greg there at 650-323-3155). You have also been asked to get copies of several children’s books.

Expectations during class

Consider what it is that you hope for and expect from your own students! You are asked to be a student who engages deeply with the subject matter and gives it your all. We expect you to engage with your colleagues to seriously challenge your thinking and your teaching practice. The class depends on your contribution: please be on time, complete the readings for each class in advance, bring the readings and any assignments with you, and participate fully in the activities/discussions during the seminar. If you must miss a class, please let Maren and Erika know in advance, via email if possible.

Cell phones & digital devices: Please turn off and put away cell phones before class starts, as a matter of professionalism and as a courtesy to your colleagues in the class. If you bring a computer or other digital device to class, you are committing to using it responsibly and respectfully (no instant messaging, checking e-mail, emergency lesson planning, etc.); please hold yourselves and each other accountable to this standard.

Field assignment summary

Your main field assignment for this class involves facilitating 3 text discussions, two with a small group and the other with the whole class. Sessions will generally last between 30 minutes and an hour. You will work with the same group of students for all your small-group sessions. The instructional focus of the conversations is eliciting and responding to student ideas about text, better understanding students’ sense-making and participation, and exploring ways of getting students to engage with each other’s ideas. You have received a more detailed summary of this field assignment, entitled: “Small group details.”
Written assignment summaries

Further details will be provided related to each assignment.

1) 3 written assignments. (80% of grade) These assignments are opportunities to reflect and plan. They are organized so that each successive sketch involves closer analysis and more detailed planning, as you get feedback and learn more over the course of the class.

2) Coded transcript and video (10% of grade) You will be asked to turn in a video and a coded transcript from one segment of your second discussion.

3) Class preparation and participation. (10% of grade) There are several dimensions to this expectation:

- You are asked to read several articles and other materials each week. Please read closely and reflect on several questions related to the readings that are noted on the syllabus (but no need to do this in writing unless you want to). Come to class ready to engage deeply in the readings; your contributions in class should make it clear that you have been thinking about the readings in careful way. You are expected to bring the course reader with you each week, as we will not only be referring to the readings for that day, but often to other readings in the reader as well.
- Periodically you will also be asked to complete short assignments in and out of class related to the week’s topic/readings. These won’t be formally graded, but they will form a basis for what we do in class, and we’ll sometimes ask you to turn them in so we get a sense of your thinking.
- Quality matters more than quantity. Whether you speak frequently or less frequently in whole-group or small-group discussions, we will expect evidence that you are contributing to the wrestling our class does with ideas, and that you are engaging deeply with the readings as well as other course content when you contribute.
- Participation takes many forms. Although we encourage everyone to speak up in whole-class discussions, you will not be penalized for not doing so. Do note that, if you do not speak in whole-class discussions, other markers of engagement and careful reading will take on even more importance.
- Regular, on-time attendance is assumed; unless there are highly extraordinary circumstances, if you miss more than one class, your grade will be affected.

Expectations for assignments

Please keep the following in mind for all assignments:

• Stanford Honor Code. You are expected to follow the Stanford Honor Code. For a full explanation of the Stanford Honor Code, please go to

http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm
If you have any questions about how it applies to a particular assignment, please ask. Note that it is considered a violation of the Honor Code to accept notes, or summaries in any form, from another student on an assigned reading that you have not yourself read.

• **Work quality.** Care about your work, and do your best. Do better than your best: push yourself to take risks and make commitments that will further develop the quality of your work, as you would hope your own students would do. Enlist the support of others: in this class, you are encouraged to have others help you edit and revise your work. You are also encouraged to make use of the resources available at the Stanford Writing Center: see [http://swc.stanford.edu/](http://swc.stanford.edu/).

• **Respect and privacy.** All of your written work in this class will involve analysis of your work with children. Part of being respectful toward them is taking your observations very seriously, spending a lot of time figuring out what you think of what you are seeing, and being careful in finding a useful language to describe those observations. Please also guard the privacy of students and teachers by using only pseudonyms for those who appear in your writing.

**Deadlines and evaluation**

We will be assigning grades on the basis of the quality of each assignment, and your course grade will be based on your cumulative work. That said, this class is intended most of all to support your learning, not to evaluate it. Should you have any questions about your progress in the course, please do not hesitate to talk with me about it. Any requests for extensions must be discussed with the instructors in advance. Please note that, if permission is granted to turn in an assignment late, you will receive a grade but few, if any, additional comments on your work.

**For students with documented disabilities**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an **Accommodation Letter** for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066).
ED 228G: Becoming Literate in School
Reading Lesson and Reflection Assignment

Project Purpose and Overview
This project will help you develop knowledge and skills for reading instruction. You will design instruction based on student needs and teach either a guided reading group or a Reading Workshop lesson that includes a minilesson, reading conferences, and wrap-up. The type of instruction you use will depend on your placement classroom. You will plan, teach, and videotape your lesson and, if you are doing them, your reading conferences.

The assignment includes a detailed lesson plan, video of your teaching, and a short reflection paper. The lesson plan is due Friday, October 25, by midnight. Email it to Judy or Lorien (see below). You will receive feedback via email (the earlier we receive your lesson plan, the more detailed feedback we can provide). You will videotape your teaching the week of October 28th. On November 7, you will submit your final lesson plan, materials, video, and a short written reflection. Please save a copy of your video to share at our final class on December 5.

Planning
Talk with your CT about the assignment. You should use formal and/or informal assessments to guide your planning; this should be explained in a “Background Information” statement. Ask your CT to help you choose an appropriate lesson objective(s) for guided reading or Reading Workshop. As you plan, think about the pedagogies for teaching reading that you have learned.

Writing up the Plan
• Please use the lesson plan templates for guided reading (pp. 4-7 of this document) and/or reading workshop minilessons and conferences (pp. 8-10 of this document.) These templates are also in electronic form on the STEP Google site.
• Include the section “Background Information” that appears at the end of this document.
• Submit both the “Background Information” and a lesson plan via e-mail to either Judy, jrgh@stanford.edu [Brooke, Jen, Phan, Rachel, Nick, Sam, Ryan, Kelsey, Cheryl, Edward, Kathy, Julia] or Lorien, lorienc@stanford.edu, [Emily A., Kate, Jennie, Zoe, Emily J., Faith, Keighty, Kelly, Kenny, Melissa, Amelia] by Friday, October 25 at midnight.
• You should think of the lesson draft as a final product. Do your best to script exactly what you will say/do and what you anticipate students will do. We hope to help you think about areas that you might refine or revise. The more specific the lesson, the more we can be of help. If you are unsure about something, you can use track changes to explain your thinking or ask a question.
• Your final plan to be submitted on November 7 should include copies of any materials used: picture books, charts, graphic organizers, etc. Charts are often unreadable in the video, so if you create one please take a digital picture and include it in the plans.

Teaching and Videotaping
Please try to teach your lessons the week of October 28th. Videotape the entire lesson. You’ll need to think about how to capture student voices. If you have an external microphone, you should use it. Transfer the lesson to a CD, thumb drive, or YouTube video. Create a series of clips that includes either: 1) a selection of the before, during, and after sections of your guided reading group, or 2) the minilesson, your best conference, and the closing of your reading workshop lesson. This series of clips should be about 10 minutes in length.

Writing the Reflection
1. Watch your video.
2. Think about your teaching and jot down some notes. The reflection is for you, and you can use it to bring up anything related to your lesson or to teaching reading more broadly. But, in case that feels too open-ended, here are some points of departure for thinking about your lesson:
   • Teaching. Think about the challenges and successes of your lesson. Did you notice anything (e.g., pacing, management, responding to student needs, communicating ideas) that was a strength or an area to work on? What did you learn as a teacher from planning and teaching this lesson? What were your challenges and successes during conferring (if you did this)? Try using the rubrics to support your thinking.
   • Learning. What do you think your students learned? Try to state this in specific terms and find evidence in the video or in work samples. For whom was this lesson successful? Which students struggled, why was this difficult for them, and what might you have done to support those students?
   • Students’ experience of your lesson. Lessons communicate much more than the curriculum that they are designed to teach. Just think about your Johnston readings! Teaching methods, participation structures, assignments, and expectations provide explicit and implicit cues to students about teacher and student roles, the nature of the subject, and the nature of learning. They also impact students’ self-efficacy, relationships with others, motivation, and engagement. How do you think students experienced the lesson you taught? What evidence do you have? Looking through the lens of student experience, what have you learned about classroom environment, curriculum, and teaching from teaching this lesson in your placement setting?
3. Your written reflection should be no more than three, double-spaced, 12 point font pages.
Timeline

• Work with your CT to choose an appropriate lesson for reading.
• Lesson Plan and Background Information are due via email to Connie and Meredith on Friday, October 25, by midnight. You will receive feedback via email.
• Teach lesson week of October 28th.
• Complete project (final lesson plan, video of teaching with both full video and 10 minute clip, artifacts, and reflection) due November 7. Please save a copy of your CD to share at our final class on December 5.

Feedback and Grades

Feedback for this assignment will be given in two phases: 1) We will respond to your lesson plans by email before you teach; 2) We will provide you with feedback by email on your reflection. In responding to your lesson plan and reflection, we will be looking for:

1. Completeness and clarity of the lesson plan. Your preparedness is heavily weighted.
2. Appropriateness of the lesson objectives and pedagogies employed.
3. Clear understanding of the pedagogical strategies you chose and their purposes.
4. Clear understanding of the content you are teaching.
5. Effective teaching. (Please see the rubric. You will not be rated using this rubric; we’re just using them to guide viewing of your video and feedback.)
6. Thoughtful, evidence-based discussion in the reflection.
Background Information

Grade level(s):


Why is this lesson important to teach to this group of students at this time? (For Reading Workshop this is a fuller explanation of brief statement that appears on your lesson plan.) Include assessment information:

Additional information about class norms, curriculum, or student experiences pertinent to the planning of the lesson:

Who are the students in your class? Describe students’ cultural and linguistic backgrounds as well as any special learning needs. Be sure that any differentiation that is necessary is addressed explicitly in your lesson.
Guided Reading Planning Guide

Before Reading
Date: _____  Group/Students: (small group)_____________________________________________

Book Title: ___________________________________  Book Level: ____________

Focus for Instruction:__________________________________________________________

Why is this book appropriate for this group of students?

Word Work (as appropriate):

Introducing the Text
Introducing the Text/ Previewing: (Includes most of the following: assessing what children know, connecting to real life experiences, talking about the topic of the story, focusing children on specific aspects of text, drawing attention to difficult words)

Setting a Purpose for Reading: (Make the purpose explicit; use kid-friendly language)

During Reading
Observing Students during Reading: What will you look for while students read? This should be directly related to the purpose you have set above. Will you have all or some of the students read to you while you record information about their reading?

During Reading the Text: How will students read the text? (e.g., whisper read at own pace, buddy read, echo read first with you and then whisper read—Not round robin reading); “Teaching moves” to make during reading, plans for guiding students through difficulties.
After Reading

After Reading: Questioning about the process (e.g., What problems did you come across today? How did you figure out…? Why do you think…?), discussion of content and key ideas, rereading, follow up experiences, more in depth work on selected vocabulary words.

Observations of Student Reading:

Next Steps for Instruction:
Checklist to complete before instruction
(and to consider in your reflection)

Did you plan to . . .

[Before reading]
___ choose a book that was appropriate for the reading level of all of the students in your group?
___ match the content in the book to the interests of your students?
___ choose a book that provides rich opportunities for students to learn?

[Introducing the text]
___ provide an introduction that includes some or all elements of an introduction (meaning of text, language, aspects of print) in a highly integrated, engaging, and cohesive way?
___ engage students in a conversation that brings them into the text and supports thinking about the meaning of the text?

[During reading]
___ attend to individual readers and record notable observations?
___ demonstrate, reinforce, and prompt (as needed) for effective reading behaviors and problem-solving actions?

[After reading]
___ engage children in a rich discussion of the meaning of the text that is evident in students' comments about their thinking?
___ make intentionally chosen, specific teaching points that help students engage in effective processing of the text?
Reading Workshop Planning Guide

Date: ____________

Teaching Strand:________________________________________________________

Focus Lesson

Before Instruction

Teaching Point (the general focus of the lesson):

Objective (very specifically, what students will be able to do as a result of this lesson):

Why is this lesson important to teach to this group of students at this time?

Introducing the Lesson

Connection/Introduction (How does this lesson connect to what you have been working on? How will you make that connection explicit when introducing your lesson? How will you introduce your objective?)

Instruction

Direct Instruction (minilesson) (How will you demonstrate the skill?):

Guided Practice (What will you and the students do together so you know: 1) they understand what’s expected; and 2) they’re ready to try on their own?):

Independent Practice (What will students do on their own to practice the skill?):

Closure and Follow-Up

Closure (How will you revisit the teaching point in the wrap-up?):

Link/Assessment (How do you expect students to use the day’s lesson? Should everyone try it today? If not, how will you know that every student has achieved the desired outcome?)
## Reading and Conferring

*(to be filled out during actual conferences rather than planning)*

In this section, note four students you met with, your observations, and what you taught the student.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you notice about the reader (strengths/areas of need)</td>
<td>What you notice about the reader (strengths/areas of need)</td>
</tr>
<tr>
<td>Teaching point of conference:</td>
<td>Teaching point of conference:</td>
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<td>Teaching point of conference:</td>
</tr>
</tbody>
</table>

Adapted from Lucy Calkins, *The Art of Teaching Reading*
### Checklist to complete before instruction  
(ann to consider in your reflection)

**Did you plan to...**

**[Before instruction]**
___ include a clearly stated objective that is focused on a reading principle?

**[Introducing the lesson]**
___ facilitate students' understanding of the relationship between the focal instructional element and prior learning?

**[Instruction]**
___ provide a clear and explicit demonstration and/or example of what students need to learn and do as readers?

___ allow students the opportunity to practice that skill?

___ elicit comments from students that are evidence of understanding?

**[Reading and conferring]**
___ demonstrate, reinforce, and prompt (as needed) for effective reading behaviors and problem-solving actions?

___ engage children in a rich discussion of the meaning of the text that is evident in students' comments about their thinking?

___ make intentionally chosen, specific teaching points that help students engage in effective processing of the text?

___ take notes?

**[Closure and follow-up]**
___ provide time for students to share their reading?

___ allow time for (and prompt for) students to articulate their thoughts (related to the book or meta-level) and for students to respond to each other?

___ use sharing as an opportunity to extend or revisit teaching point?
**ED 228G: Becoming Literate in School**  
**Writing Lesson Assignment**

**Project Purpose and Overview**  
This project will help you develop knowledge and skills for writing instruction. Using at least one of the pedagogical strategies covered in the course, you will plan, teach, and videotape a whole-class lesson on writing craft or process (i.e., you may not teach a lesson on English language conventions). Unless you are using an inquiry approach, we encourage you to keep the lesson short (about 10 minutes). And, unless it is not appropriate, your lesson should include an independent writing time for students to practice what you have taught them or to continue their ongoing work. During this time, you should confer with students about their writing. Finally, your lesson should include some type of closure, such as revisiting the teaching point, sharing in pairs, or allowing one student to share and solicit feedback from his or her peers.

The assignment includes a detailed lesson plan, video of your teaching, and a short reflection paper. The lesson plan is due Friday, November 16, by midnight. Email it to either Judy, jrgh@stanford.edu [Brooke, Jen, Phan, Rachel, Nick, Sam, Ryan, Kelsey, Cheryl, Edward, Kathy, Julia] or Lorien, lorienc@stanford.edu [Emily A., Kate, Jennie, Zoe, Emily J., Faith, Keighty, Kelly, Kenny, Melissa, Amelia]. You will receive feedback via email (the earlier we receive your lesson plan, the more detailed feedback we can provide). You will videotape your teaching the week of November 25th. On December 5, you will share 10 minutes of your videotape and turn in your final lesson plan, materials, CD, and a short written reflection.

**Planning**  
Talk with your CT about the assignment. You should use formal and/or informal assessments to guide your planning; this should be explained in your lesson plan. Ask your CT to help you choose an appropriate lesson objective for writing craft or process. For this assignment, please do not teach a lesson on conventions (e.g., spelling and grammar). When thinking about the pedagogical approach for your minilesson, think about your students and the pedagogies for teaching writing about which you have learned.

**Writing up the Plan**  
Please use the attached lesson plan template, including the section “Background Information” and submit via email to either Judy or Lorien as stated above, by November 15 at midnight. You should think of this draft as a final product; it’s graded. Do your best to script exactly what you will say/do and what you anticipate students will do. We hope to help you think about areas that you might refine or revise. The more specific the lesson, the more we can be of help. If you are unsure about something, you can use tracking changes to explain your thinking or ask a question.
Your final plan to be submitted on December 5 should include copies of any materials used: picture books, charts, graphic organizers, etc. Charts are often unreadable in the video, so if you create one please take a digital picture and include it in the plans.

**Teaching and Videotaping**

Please try to teach your lessons the week of November 25th. As you confer, fill out the conferring portion of the lesson plan. Videotape the entire lesson. You’ll need to think about how to capture student voices during teacher-student conferences. If you have an external microphone, you should use it. Transfer the lesson to a CD, thumb drive, or YouTube video. Create a series of clips that includes the minilesson, your best conference, and the closing of your writing workshop lesson. This series of clips should be about 10 minutes in length.

**Writing the Reflection**

1. Watch your video.
2. Think about your teaching and jot down some notes. The reflection is for you, and you can use it to bring up anything related to your lesson or to teaching writing more broadly. But, in case that feels too open-ended, here are some points of departure for thinking about your lesson:
   - **Teaching.** Think about the challenges and successes of your lesson. Did you notice anything (e.g., pacing, management, responding to student needs, communicating ideas) that was a strength or an area to work on? What did you learn as a teacher from planning and teaching this lesson? What were your challenges and successes during conferring? What did you learn from your conferring experiences? Try using the rubric to support your thinking.
   - **Learning.** What do you think your students learned? Try to state this in specific terms and find evidence in the video or in work samples. For whom was this lesson successful? For whom was this lesson successful? Which students struggled, why was this difficult for them, and what might you have done to support those students?
   - **Students’ experiences of your lesson.** Lessons communicate much more than the curriculum that they are designed to teach. Teaching methods, participation structures, assignments, and expectations provide explicit and implicit cues to students about teacher and student roles, the nature of the subject, and the nature of learning (e.g., Johnston). They also impact students’ self-efficacy, relationships with others, motivation, and engagement. How do you think students experienced the lesson you taught? What evidence do you have? Looking through the lens of student experience, what have you learned about classroom environment, curriculum, and teaching from teaching this lesson in your placement setting?
3. Your written reflection should be no more than three, double-spaced, 12 point font pages.
Timeline

• Work with your CT to choose an appropriate lesson that addresses writing craft or process.
• Lesson Plan and Background Information are due via email to Judy or Lorien on Friday, November 15, by midnight. You will receive feedback via email.
• Teach your lesson the week of November 25th. Please let Judy know ASAP if you need to teach your lesson during another week.
• Complete project (final lesson plan, full video and 10 minute clip, artifacts, and reflection) due December 5. On this day you will also share your 10-minute video and reflections in a small group in class.

Feedback and Grades
Feedback for this assignment will be given in two phases: 1) We will respond to your lesson plans by e-mail before you teach. 2) We will provide you with feedback by email on your reflection. In responding to your lesson plans and discussing your teaching, we’ll be looking for:

1. Completeness and clarity of the lesson plan. Your preparedness is heavily weighted.
2. Appropriateness of the lesson objectives and pedagogies employed.
3. Clear understanding of the pedagogical strategies you chose and their purposes.
4. Clear understanding of the content you are teaching.
5. Effective teaching. (Please see the rubric on the last page of this assignment. You will not be rated using this rubric; we’re just using it as a conversation starter.)
6. Thoughtful, evidence-based discussion in the reflection.
Background Information

Grade level(s):


Why is this lesson important to teach to this group of students at this time? Include assessment information:

Additional information about class norms, curriculum, or student experiences pertinent to the planning of the lessons:

Who are the students in your class? Describe students’ cultural and linguistic backgrounds as well as any special learning needs. Be sure that any differentiation that is necessary is addressed explicitly in your lesson.
**Insert Minilesson Title Here (e.g., Crafting “Leads” for your Narrative)**

**Description of this lesson’s goals and pedagogies used:**

Teaching point for today’s lesson:

Outcome of today’s lesson: Students will . . .

Method of teaching:
(Try to use terminology from Calkins)

Resources and materials:

**Minilesson**
The components in the boxes take place, usually in this order, within about 10 minutes. Sometimes teaching and active involvement overlap and you can adjust the template accordingly. Please do not write up the plan for the entire 60 minute period in these boxes (e.g., active involvement is not when students do their independent writing; it’s when they are actively involved while you are teaching the lesson).

<table>
<thead>
<tr>
<th>CONNECT</th>
<th>How does this lesson connect to what you have been working on? How will you make that connection explicit when introducing your lesson? Script what you will say to students to help them connect this lesson to the ongoing work in the classroom. Usually this is a sentence or two.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACH</td>
<td>Script what you will say to students to teach today’s lesson.</td>
</tr>
<tr>
<td>ACTIVE INVOLVEMENT</td>
<td>Script how you will invite students to participate in the lesson. If this alternates with teaching several times, just write the lesson in the order that it happens and eliminate this box.</td>
</tr>
<tr>
<td>LINK</td>
<td>Script what you will say to students as you send them off to their independent work. You should succinctly revisit the teaching point. If you want all students to try something out, make that clear here. You may also want to foreshadow the closure (for example, if you plan to have students share who tried the strategy you taught).</td>
</tr>
</tbody>
</table>
Conferring (TO BE FILLED OUT DURING THE WRITING TIME)

After the minilesson, students will be writing. Depending on your classroom context, they may be writing in a genre, free writing, or writing in a journal. Whatever the case, they should have an opportunity to apply what they learned in the minilesson during this independent writing time. Because you are using this lesson to help you learn to teach writing, you may want to ask all your students to try the strategy you are teaching. This will give you more feedback on the effectiveness of the teaching.

In this section, note four students you met with, your observations, and what you taught each student.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you notice about the writer (strengths/areas of need)</td>
<td>What you notice about the writer (strengths/areas of need)</td>
</tr>
<tr>
<td>Teaching point of conference:</td>
<td>Teaching point of conference:</td>
</tr>
</tbody>
</table>

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</tr>
<tr>
<td>Teaching point of conference:</td>
<td>Teaching point of conference:</td>
</tr>
</tbody>
</table>

**Closure**

This portion of the lesson is planned ahead of time, though if you choose students to share you might do that during conferring.

Explain how you will revisit the teaching point in the wrap-up:
For this assignment, you will create a lesson plan that engages students in history and historical thinking. This lesson plan should be appropriate for the students in your placement, their grade-level, and your curriculum. You will want to engage students in analytic reasoning using prepared historical content and texts. This will include scaffolding and sequencing those materials to make them accessible for all your students. You will also want to embed ways for students to demonstrate their understanding of the content, allowing you to see what sense they are making of it.

Your plan should include the following:

PREFATORY PARAGRAPHS:
1. **TOPIC:** Identify your historical topic and show that you understand it in 2-3 paragraphs. You might explain the topic’s central story and details, it’s historical significance, and/or relevant historiographical debates. (See “Ways to open the textbook” for ways to think about puzzling or problematic aspects of the topic.) Include citations to works you’ve consulted.

2. **CONNECTIONS:** How does this lesson connect to other topics and lessons in your curriculum? How does it take into account the particular students in your class? If appropriate here, discuss the content and skill standards you are addressing. (1-2 paragraphs)

PLAN:
In 1-3 pages (single-spaced) write a lesson plan that includes the following sections. (You may choose your own template.)

- Grade level, and topical unit where this lesson could be taught.
- Question that frames the lesson
- Goals for student learning
- Sequence of activities you will use to achieve these goals
  - Include (as appropriate) the questions you will ask of students;
  - Any modeling script or key explanations that you will share with students;
- Timing estimates
- How you will “see” and assess student thinking
- One content standard and one historical analysis skill standard addressed in the lesson.

---

1 If you would like to plan something for a different grade-level, that is also possible. Please confirm with me before starting the work.
Notes: This section can be written in non-essay form and you can assume that students have done preparation prior to the lesson.

CLASSROOM MATERIALS

- all supplementary materials (e.g., primary sources, textbook selections, secondary sources, handouts) that you will distribute to students during the course of the lesson. Format documents to be ready for classroom use.

APPENDIX:

- full references of all the works you consulted and used.
- **Annotate** the references that were most helpful.

DRAFT due: April 30
FINAL due: May 14.
STEP 228H, Spring 2013

Literacy, History & Social Science
Tuesdays, 3:15-6:05

Daisy Martin, PhD
daisym@stanford.edu
daisyamartin@gmail.com

OVERVIEW

In this class, we will focus on teaching history and social science in the multiple subjects classroom. Even while California mandates the teaching of this vital subject matter at every elementary grade level, it does not get the attention or room in the curriculum that other core academic subjects enjoy. In this class we will consider key rationales for including the study of history and social science in the elementary curriculum and learn instructional approaches and tools for facilitating this integration.

LEARNING GOALS

Teacher candidates will:

- Develop a strong conceptual framework for understanding history and its role in promoting students’ academic and citizenship skills and knowledge;

- Become familiar with instructional approaches, tools, and resources for integrating history lessons into their curriculum;

- Begin to embrace teaching history as an engaging and worthwhile subject of study for young students as well as an important vehicle for developing students’ analytic and literacy skills.

ASSIGNMENTS

Your first assignment, the snapshot autobiography, should be handwritten and drawn. Please bring in a hard copy of the rest of your assignments. I will also ask you to upload a copy of your digital feature review so you can read each other’s reviews. Assignments are due at the beginning of class.

Successful completion of each and every assignment below is required to pass the course.
NOTES

Office hours by appointment. Before or after class is a good bet. Email me and we’ll arrange a time.

To earn full “participation” credit, come to class on time and prepared and engage with the daily lesson.

HONOR CODE:

Students are expected to adhere to Stanford’s honor code. According to the Office of Judicial Affairs (OJA) website, “For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person’s original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s).” For further information, please consult the OJA website: http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.htm

STUDENTS WITH DOCUMENTED DISABILITIES:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site http://studentaffairs.stanford.edu/oae.

SCHEDULE OF READINGS & ASSIGNMENTS
(SUBJECT TO CHANGE)

CLASS 1

Date: April 2

Topic: What is history? Why history?

Assignment #1: Snapshot Autobiography

**************************************************************************************************

CLASS 2

Date: April 9
**Topic:** Textbooks & Primary Sources

**Read:**

**Assignment #2:** Reading Response

*************************************************************************

**CLASS 3**

**Date:** April 16  
Class is from 4:15-7:05 today!

**Topic:** Teaching Elementary History & Social Studies: Contemporary Contexts

**Read:**
3. *Common Core State Standards for ELA & Literacy in History/Social Studies*… selections TBA (http://www.corestandards.org/)

**Assignment #3:** Review of digital history site/feature

*************************************************************************

**CLASS 4**

**Date:** April 23

**Topic:** Powerful Instruction: Selecting Content and Tools

**Read:**

2. Parker, Social Studies in Elementary Education, selection


Assignment #4: Lesson Plan Background & Idea

*************************************************************************

CLASS 5

Date: April 30

Topics: Perspective, Using Fiction

Read:
1. Zarnowski, Making Sense, pp. 149-160

2. Entries at http://www.bringinghistoryhome.org/

Assignment #5: Draft of Lesson Plan due;
Bring a favorite piece of fiction for the history/social studies curriculum

*************************************************************************

CLASS 6

Date: May 7, 4:15-6:06

Topics: History & Patriotism, Talking About Text

Read:
1. Declaration of Independence
2. Review The United States Constitution
3. Read Wikipedia entry on the Pledge of Allegiance

*************************************************************************

CLASS 7

Date: May 14, 4:15-6:05

Topic: Wrapping It Up

Readings: TBA
Final Assignment: Lesson Plan due

ASSESSMENT SCHEME

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snapshot Autobiography</td>
<td>10%*</td>
</tr>
<tr>
<td>Homework (3 assignments)</td>
<td>30%*</td>
</tr>
<tr>
<td>Draft Lesson Plan</td>
<td>15%</td>
</tr>
<tr>
<td>Final Lesson Plan</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

*graded C/NC

Professional Organizations

National Council of History Education [http://www.history.org/nche](http://www.history.org/nche)
American Historical Association [http://www.theaha.org](http://www.theaha.org)
Historical Association (UK) [http://www.history.org.uk/](http://www.history.org.uk/)
American Political Science Association [http://www.apsanet.org/index.cfm](http://www.apsanet.org/index.cfm)
Center for Civic Education [http://civiced.org](http://civiced.org)
National Council for Geographic Education [http://ncge.org](http://ncge.org)
## PLANNING

**EH1:** How do the plans support student learning of developmentally appropriate\(^1\) analytic reasoning skills in history or social science? (TPEs 1, 4, 9)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The standards, learning objectives, learning tasks, and assessments either have <strong>no central focus or a one-dimensional focus</strong> (e.g., solely on facts or planning activities that do not engage students in the use of analytic reasoning skills).</td>
<td>• The standards, learning objectives, learning tasks, and assessments have an overall focus that is <strong>primarily one-dimensional</strong> (e.g., learning facts or a singular interpretation of a topic in history/social science).</td>
<td>• Learning tasks <strong>or the set of assessment tasks</strong> focus on multiple dimensions of history-social science learning through <strong>clear connections</strong> among facts, concepts, interpretations, and judgments about a topic in history or social science.</td>
<td>• Both learning tasks <strong>and the set of assessment tasks</strong> focus on multiple dimensions of history-social science learning through clear connections among facts, concepts, interpretations, and judgments about a topic in history or social science.</td>
</tr>
<tr>
<td>• The focus provides students an opportunity to use facts and concepts to make interpretations or judgments about a topic in history or social science.</td>
<td></td>
<td>• A <strong>progression</strong> of learning tasks and assessments is planned to build understanding of the central focus of the learning segment.</td>
<td>• A progression of learning tasks and assessments guides students to build <strong>deep understandings</strong> of the central focus of the learning segment.</td>
</tr>
</tbody>
</table>

---

\(^1\) Both the content and skills that are the focus of the learning segment should be appropriate for the grade level taught (K-2; 3-5; 6-8). Candidates and scorers should consult the “Historical and Social Sciences Analysis Skills” on pages 1-2 and 21-22 of the History-Social Science Content Standards for California Public Schools.
## ELEMENTARY HISTORY-SOCIAL SCIENCE PLANNING TASK RUBRICS
### 2012-2013

### Making Content Accessible

**EH2:** How do the plans make the curriculum accessible to the students in the class? (TPEs 1,4,5,6,7,8,9)

<table>
<thead>
<tr>
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<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plans refer to students’ experiential backgrounds(^2), interests, or prior learning(^3) that have little or no relationship to the learning segment’s standards/objectives. OR • There are significant content inaccuracies in plans that will lead to student misunderstandings.</td>
<td>• Plans draw on students’ experiential backgrounds, interests, or prior learning to help students reach the learning segment’s standards/objectives. • Plans for implementation of learning tasks include support(^4) to help students who often struggle with the content.</td>
<td>• Plans draw on students’ prior learning as well as experiential backgrounds or interests to help students reach the learning segment’s standards/objectives. • Plans for learning tasks include scaffolding or other forms of structured support(^5) to provide access to grade-level standards/objectives.</td>
<td>All components of Level 3 plus: • Plans include well-integrated instructional strategies that are tailored to address a variety of specific student learning needs.</td>
</tr>
</tbody>
</table>

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2 Cultural, linguistic, social, economic  
3 In or out of school  
4 Such as strategic groupings of students; circulating to monitor student understanding during independent or group work; checking on particular students.  
5 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.

## Designing Assessments

**EH3:** What opportunities do students have to demonstrate their understanding of the standards/objectives? (TPEs 1,5,11)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are limited opportunities provided for students to learn what is measured by assessments. OR • There is a significant mismatch between one or more assessment instruments or methods and the standards/objectives being assessed.</td>
<td>• Opportunities are provided for students to learn what is assessed. • It is not clear that the assessment of one or more standards/objectives go beyond surface-level understandings.</td>
<td>• Opportunities are provided for students to learn what is assessed. • The assessments allow students to show some depth of understanding or skill with respect to the standards/objectives. • The assessments access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding.</td>
<td>All components of Level 3 plus: • Assessments are modified, adapted, and/or designed to allow students with special needs opportunities to demonstrate understandings and skills relative to the standards/objectives.</td>
</tr>
</tbody>
</table>
Assignment #1
Due April 2, 2013
228H, Literacy, History & Social Science
STEP, Spring 2013

**Snapshot Autobiography:** The “Snapshot Autobiography” is intended to be a short introduction to the themes of historical writing: issues of selection, significance, storytelling, and truth. Take a piece of 8 ½ by 11 piece of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The first panel is the title page (make up your own); the back page is reserved for an “About the Author” section. This leaves four panels. In each of these four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel Two, with “My Birth”). Fill 2/3 of each panel with your narrative and use the bottom 1/3 as a place to illustrate your narrative with a small (hand-drawn) picture. Don’t spend a lot of time on the pictures or the narrative. Have fun with this!

**Due:** the first day of Class: Tuesday, April 2, 2013.  
Note: You will share some of this with a colleague and turn the final product into me.
Assignment #1
Due April 2, 2013
228H, Literacy, History & Social Science
STEP, Spring 2013

**Snapshot Autobiography:** The “Snapshot Autobiography” is intended to be a short introduction to the themes of historical writing: issues of selection, significance, storytelling, and truth. Take a piece of 8 ½ by 11 piece of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The first panel is the title page (make up your own); the back page is reserved for an “About the Author” section. This leaves four panels. In each of these four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel Two, with “My Birth”). Fill 2/3 of each panel with your narrative and use the bottom 1/3 as a place to illustrate your narrative with a small (hand-drawn) picture. Don’t spend a lot of time on the pictures or the narrative. Have fun with this!

**Due: the first day of Class: Tuesday, April 2, 2013.**
Note: You will share some of this with a colleague and turn the final product into me.
For this assignment, you will create a lesson plan that engages students in history and historical thinking. This lesson plan should be appropriate for the students in your placement, their grade-level, and your curriculum.¹ You will want to engage students in analytic reasoning using prepared historical content and texts. This will include scaffolding and sequencing those materials to make them accessible for all your students. You will also want to embed ways for students to demonstrate their understanding of the content, allowing you to see what sense they are making of it.

Your plan should include the following:

PREFATORY PARAGRAPH:
1. TOPIC: Identify your historical topic and show that you understand it in 2-3 paragraphs. You might explain the topic’s central story and details, it’s historical significance, and/or relevant historiographical debates. (See “Ways to open the textbook” for ways to think about puzzling or problematic aspects of the topic.) Include citations to works you’ve consulted.

2. CONNECTIONS: How does this lesson connect to other topics and lessons in your curriculum? How does it take into account the particular students in your class? If appropriate here, discuss the content and skill standards you are addressing. (1-2 paragraphs)

PLAN:
In 1-3 pages (single-spaced) write a lesson plan that includes the following sections. (You may choose your own template.)

- Grade level, and topical unit where this lesson could be taught.
- Question that frames the lesson
- Goals for student learning
- Sequence of activities you will use to achieve these goals
  - Include (as appropriate) the questions you will ask of students;
  - Any modeling script or key explanations that you will share with students;
- Timing estimates
- How you will “see” and assess student thinking
- One content standard and one historical analysis skill standard addressed in the lesson.

¹ If you would like to plan something for a different grade-level, that is also possible. Please confirm with me before starting the work.
Notes: This section can be written in non-essay form and you can assume that students have done preparation prior to the lesson.

CLASSROOM MATERIALS

- all supplementary materials (e.g., primary sources, textbook selections, secondary sources, handouts) that you will distribute to students during the course of the lesson. Format documents to be ready for classroom use.

APPENDIX:

- full references of all the works you consulted and used.
- **Annotate** the references that were most helpful.

DRAFT due: April 30
FINAL due: May 14.
ED240
Adolescent Development and Learning
Autumn, 2013
Stanford Teacher Education Program

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Kathleen O’Connor
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Teaching Assistants:
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Kyle Beckham
Office:
Email: kbeckham@stanford.edu

Victoria Rodriguez
Office : CERAS 203
Email : vrrodrig@stanford.edu

Office Hours for faculty and teaching assistants: By Appointment

Course Time, Location, Credits, and Grading

Time: Monday 3:15 to 6:05 p.m.

Locations:
Section 1 – Channa Cook CERAS 300
Section 3 – Dr. Amado Padilla CERAS 240
Section 3 – Dr. Nicole Merino & Kathleen O’Connor CERAS 308

Credits: 5 Credits Grading: Letter Grade

Course Introduction

The focus of this course is on principles of adolescent development and learning in family, school, and community contexts. We examine adolescents from biological, psychological, cognitive, and social perspectives. We are particularly interested in school, community, and broader cultural influences on adolescent development. This includes how adolescents learn and what motivates them to learn, and how schools and teachers contribute to adolescents’ growth by teaching in ways that “fit” their developmental and cultural needs.
The course is conducted as a **graduate reading seminar**. This means that the reading for each weekly session **must be completed ahead of time** so that class time can be devoted to discussion, answering of questions, probing of issues and — above all — to discussing how the material illuminates your interactions with adolescents in the school setting. To facilitate close reading of the class material, readings are carefully selected. To facilitate engagement with the material, the class is divided into three groups that meet with a faculty member who serves as discussion leader and resource person.

**Interconnection between EDUC 240 with EDUC 246B**
During the Autumn Quarter, the focus of both EDUC 240 and EDUC 246B will be upon the growth, learning, and development of adolescents in the contexts of families, classrooms, schools, communities, social class, and culture. Taken together, these courses provide a theoretical and practical framework for understanding the roles and responsibilities of teachers as they work with middle and high school students and their families to enhance students’ learning, motivation, and psychological well being. You will use the theories and research learned in these two courses as background to conduct and write a major case study of an adolescent.

**Course Materials.** There will **NOT** be a reader for this course. However, articles and chapters will be made available online through Stanford Blackboard. **We will also read substantial sections from several books. You may choose to purchase these books or read the chapters made available via Blackboard.** These include:


The books are also on Reserve in the Cubberley Library

**Course Requirements**

Grades are based on your engagement with and mastery of concepts underlying adolescent development and learning. We expect you to participate through engagement with readings and discussions, and completion of all assignments in a timely manner. Three tasks will comprise our assessment of how well you engage with and master the class material: (1) participation in class discussions, (2) weekly logs that relate to the readings and your case study student, and (3) a final case study report of an adolescent.

**Class Participation.** Participation in class discussion every week is an important part of the course. This means completing your reading assignments in order to contribute intelligently in class. Our goal is to create an engaging and productive classroom environment with and for you. Every student is expected to contribute in every class discussion and to take leadership of selected discussion topics. At the end of the quarter, the instructor will give class participation grades (**15% of grade**).

**Weekly Logs.** Each week, you are **required to write a log** that will be based on the readings and guided activities with your case study adolescent. The logs are designed as exercises that connect the readings to the adolescent whom you have chosen for your case study. Logs should be about
2 pages in length, unless you are presenting data on your case study adolescent and you require more space. **You are expected to make specific reference to the readings in your logs.** The goal is to help you develop a strong understanding of your adolescent student based on skills of observation and inquiry and an understanding of the literature on adolescent development and learning. Take some time each week to reflect on connections to the readings and your experiences as a student and teacher. Developing a habit of informed reflection is essential in teaching. Logs will be due at the beginning of class each week. **Please be sure to bring your log to class each week (30% of grade).** If you need extra time to complete a log because you have to meet with your student to complete an interview or activity, please seek your instructor’s permission.

**Case Study.** Through your adolescent case study project, you will learn to look closely at a developing adolescent and to link what you learn from observations and interviews to the readings you are doing on adolescents’ cognitive, social, emotional, and physical development. The goal is to understand your student’s thoughts and feelings, motivation to learn, and identity-related goals, commitments, and aspirations; as well as the students interpersonal relationships with peers and teachers; the outcome is to understand the development and behaviors of your students from the various social contexts such as family, school, peer group, and community that serve as the major influences in her/his life.

In both this course and the practicum, you will be learning inquiry techniques related to the case study. Your report will link your observations and analyses about your student to the readings you have been doing in practicum and ED 240. You will have the opportunity to review case studies written by other students who have previously engaged in this kind of activity. You will also have the opportunity to have your case study reviewed by a peer and a faculty member before completing the final version. Penultimate drafts of the case study will be **due no later than November 22** to your peer case reviewer and faculty reader. You will also receive a case to review by that date. On **December 4** case conferences will be held during Practicum class. You will be responsible for giving feedback to the colleague whose case you have reviewed. In turn, you will receive feedback from your instructor by **December 3**, so you will have your instructor feedback when you discuss your report with your peer reader. Final reports are due **December 9** before your winter break. (55% of grade)

**Organization of Each Period**

We will begin each class period with a 20 minute quiet work session where students can review their weekly log due that day and if necessary make revisions to the log based on new information from the student or the readings. In addition, students can use this time to consult with their instructor and/or TA regarding any questions that they might have about work with their case study informant.

If the log due that week is complete, you can use this time to begin reading for the coming week.

**Cell phones/Computers/Ipads in Class**

Cell phones must be turned off and put out of sight. Computers and ipads can be used in class so long as they are being used for class related work – no checking of email or sending emails!
Overview of topic
Human development and learning occur at the interface of the inner world of the person and the outer circumstances of his or her existence, including the social and historical context in which an adolescent is “coming of age.” Adults’ roles in promoting healthy development of adolescents revolve around the provision of safe, nurturing, and challenging opportunities for young people. Such opportunities should be designed to draw the young person’s intellectual, emotional, and social growth along desirable developmental, educational, and cultural lines – lines that lead toward acquired knowledge and skills, social roles, and fulfillment of personal and socially valued ends. Understanding adolescent development requires not only a consideration of the whole adolescent, but also of the places in which he or she is living and growing.

Adolescence is a time of many life changes in the child and his or her environment. Changes in the growing child include puberty, formation of a psycho-sexual-social identity, and transformations in cognitive capacities. Social changes include the transitions to new, often larger schools; transformations in relationships with parents; deepening intimacy with peers and entry into dating; and gradual emergence into a world in which one is perceived as an increasingly mature person. Three important themes are central to understanding adolescence as a developmental stage. First, changes in body, thought, emotion, and social relationships are all occurring simultaneously in youth. The interdependence of these changes suggests that we need to understand adolescents’ experience, behavior, and learning in a holistic manner. Second, all of the internal changes that adolescents are experiencing are mirrored by profound changes in their peer, school, and family lives. Third, the development of identity -- a sense of “who I am” as a person, a social member, and a student -- is a critical aspect of adolescence. We will examine development and learning with an emphasis on these issues of identity development.

Readings (read for today):
- Steinberg, Chapter 2, Biological Transitions (In Adolescence, 2014)

Special Reading for Case Study Project

Log #1 (due next week): By now you should have identified a student to serve as your case study student for this course. Observe the student. 1) Write an engaging paragraph about the adolescent you have chosen to study. Include your rationale for choosing this teenager, any questions you now have about him or her and any conjectures or impressions you currently hold about him/her. 2) Conduct an observation of the student for at least 20 minutes in a classroom or non-classroom setting, and write a summary of that observation. When taking notes and writing them up, be careful to be concrete, specific, and nonjudgmental. (See the case study article by Susan Florio-Ruane.) Note the context within which the adolescent is operating (who and what is in the environment; what is going on) and how the student reacts to events and people in the environment. Record specific questions or hypotheses pertaining to
your observations in a separate column or section of your notes. 3) Include a physical description of the student. Describe the students’ physical attributes – gender, race/ethnicity, approximate height and weight, your impression of the student’s level of physical maturity; note in particular facial hair for boys, body piercings, style of dress, personal grooming and hairstyle, special mannerisms that you notice, etc. 4) What do you currently believe or wonder about the inner development and outer context of this student?

Self- Identity and Who am I as a Learner?
Week 2 September 30

Overview of Topic
This week we discuss the important and varied ways in which adolescents are engaged in the ongoing work of developing a sense of who they are and how they fit into the world around them. Teaching and learning are human and interpersonal endeavors. In what ways do personal, social, cognition, and gender identities matter for learning? How can teachers create learning spaces that affirm and build on students’ identities regardless of what they might be? In addition, we know that students differ in what they bring to the task of learning and what motivates them to want to learn. The challenge for teachers and students alike is to find the best teaching and learning strategies that reinforce students’ sense of themselves as learners.

Readings for today
• Sadowski, M. (2010). Adolescents at School: Perspectives on Youth, Identity, and Education. Chapters 1 & 5

Log #2 (due next week)
How does your case study student think of him/herself as a learner? What does s/he think s/he is “good at” or interested in? Which subject matter does s/he find most interesting and possibly most boring? Why? How important is school to the student’s life and identity? What kinds of things really get your student excited about learning? How does your student express his/her gender identity with peers and how does this affect their interactions with peers? How do physical maturation and gender identity interact in the case of your student? What can you say about the students classroom behavior and learning from their gender identity?

Social and Cultural Dimensions of Identity Formation: Race and Ethnicity
Week 3 October 7

Overview of topic
Identity development is the central life task of the adolescent period. The question of social identity goes beyond “Who am I?” to the question of “Where do I belong?” Membership in various groups is an activity with important identity consequences in terms of self-perceptions and other’s perceptions of us. Psychological and social characteristics of adolescents (e.g., their interests and activity choices, racial-ethnic group membership, academic track, and so on) affect their peer choices. Peer groups, in turn, affect the adolescent’s academic motivation, future aspirations, kinds of after-school activities, etc. Such relationships fulfill the strong need for affiliation during these years, and can reflect pro-social commitments (e.g., academically supportive friends) or problematic commitments (e.g., gang membership). If adolescents cannot find productive channels at home, in the neighborhood, and at school
that fulfill their affiliation needs, they may turn to risky behaviors to fulfill such needs. Schools can shape the development of constructive social identities and the creation of relationships among and across adolescent groups. In addition to peer group memberships, group memberships related to culture, race, ethnicity, and religion are important and central dimensions of the identity formation process. Importantly, adolescents of color eventually must address issues of discrimination associated with their group membership, integrate positive aspects of their racial and cultural identity, and address issues of negative stereotypes as they forge a sense of personal and social identity related to their reference group.

Readings:

- M. Sadowski, *Adolescents at School*, Chapters 2-4
- B. Tatum, *Why are all the Black Kids Sitting Together in the Cafeteria?* (Chapters 2-4, 6, 8-10).

Log #3 (due next week)
Identity includes the many social contexts we inhabit simultaneously. Family, community, geographical location, designations of race and ethnicity, language preference, social class, strong interest affiliations, religion, gender and sexual orientation are just some of the cultural contexts through which we acquire our ways of being in the world and by which we may identify ourselves or be identified by others. In addition, there is immigration status of the student and/or their parents – how might this determine the type of student they are and how they interact with peers. Another important factor is mixed racial status – where do these students fit in at school socially and in their affiliations. Based on your knowledge of your student and the readings for this week and next week discuss some of the cultural contexts that are most salient in your student’s life. Describe which contexts your student inhabits and how they appear to shape his/her perceptions as well as those of others in the family, community, and/or school. You may have observations about your adolescent’s racial / ethnic awareness and identity development. Feel free to include excerpts of interview transcripts or observation notes to provide evidence about the student’s views and behaviors.

Development in Multiple Contexts: Home and School Cultures
Week 4 October 14

Identity development is not only an “inside out” personal and psychological project, but is also constructed from the “outside in” and is an interpersonal, social project. That is, significant people in one’s life – parents, siblings and other relatives; teachers, friends and classmates; romantic partners and others in the community all have important influences on our sense of who we are, what we can become, and where we should be going. The people that comprise our lives shape, in significant ways, our values and morals, goals and aspirations, and beliefs and ideologies (e.g., our identities). Indeed, one conception of identity is that we come to “see ourselves as others see us” and we come to accept the “self narrative” that others have constructed for us through their spoken (and unspoken) words to us. Identity is internalized dialogue in some sense, borne from the many voices that comprise our lives. At a deep level, for instance, the child who is taught she “can be anything” may develop a fundamentally different self-identity than the one whose parents tell her “you’ll never amount to anything.”

Both families and schools can help shape the development of constructive social identities and the creation of relationships among and across adolescent groups. In addition, the similarities and differences in the contexts that youth experience can influence their lives. Helping students navigate the borders (“differences”) that sometimes exist between the ethos of home and the ethos of school can cultivate motivation, learning, and identity formation in youth. Facilitation of such transitions for youth requires
that teachers develop mechanisms for open dialogue with adolescents about how their lives in and out of school are (or are not) related.

**Readings:**

- L. Olsen, *Made in America*, Chapter 2 *The Maps of Madison High* and Chapter 3 *We Make Each Other Racial: The Madison High World as Perceived by the ‘American’ Student*
- Sadowski, Chapters 6, 7, & 8

**Log #4 (due next week)**

Based on your interviews and observations, what messages do you think your case study student feels s/he receives about appropriate roles, ways of being in the world, and aspirations from the different contexts in which s/he lives? Are these consistent or inconsistent with one another? Using the conceptualization offered in Davidson and Phelan, how would you describe the way in which the student is navigating the psychosocial borders s/he encounters? If your student belongs to an immigrant family, how does that affect his/ her experience of school? Feel free to include excerpts of interview transcripts or observation notes to provide evidence about the students’ views and behaviors. An important exercise with your student is to have him/her draw a social map of the school (per Olsen) and show where s/he believes they “fit.”

Now moving on to the family, how would you characterize your student’s evolving relationship with his/ her family? How does the student’s family intersect with his/ her expectations or experiences of school? By this time, you should have interviewed the student about his or her family and home life. Some of you will have spoken to his or her parent(s) or guardian(s) and visited with them at their home or at school. The home visit / parent conversation should occur no later than week 7. You will want to update this log when you are prepared to add those observations about the family context.

**Understanding the Role of Motivation and Effort in Learning**

**Week 5 October 21**

**Overview of topic**

Motivation to learn comprises a pattern of achievement-related beliefs, emotions, and goals that predispose the student to act and invest his/her energy in different ways in the classroom and in the learning process. In particular, *achievement-related goals* and *perceptions of being able* to accomplish what the teacher asks or what one wants to pursue (e.g., efficacy beliefs) are two of the most important “motivational variables” in determining if students engage in curricular tasks. Students want to know what is expected of them; want to feel confident that they can succeed and can draw on supports to help them do so; and want to connect their learning with something in their lives and experiences that is of value and importance.

**Readings (read for today)**

  Chapters 2 and 3
Log #5 (due next week)

Describe your observations as you shadowed your student to his/her different classes. What kind of teaching does your student experience throughout the day? How would you characterize the instruction going on in the various classes? How does this influence your student as a learner in these classes: the quality of his/her work, attention, understanding and motivation? Describe the features of one or more specific classrooms experienced by your student that illustrate how his/her understanding is influenced (positively or negatively) by different learning environments. Connect your observations to this week’s readings as well as any prior readings you have done in class. How would you describe your student’s level of engagement in school generally, and in some classes more than in others? What qualities of school engagement do you believe your student possesses? Also what have you learned about your student’s family? Who does the student live with and how stable is the family? Does the family stability or instability influence your student’s achievement. Use specific quotes from interviews and evidence from observations (including descriptions of classroom dialogue, work, interviews and assignments) to support your views.

The School Context: Engagement and Achievement in High School
Week 6 October 28

Overview of topic
Students have different reactions to school. Many students are highly motivated to excel in school while others are more ambivalent about academics and fill the time socializing with friends and/or engaging in activities that are more interesting to them such as school sports or clubs. Also students differ on the pressure they feel to do well in school based on what their parents expect of them. Some go through the motions of schooling by engaging in demanding courses and/or school based activities without really being concerned for deep learning, but rather for the sake of earning good letter grades to boost their G.P.A. Other students find the school environment too stressful or irrelevant and cope by withdrawing either physically (i.e. dropping out) or psychologically. The ways in which schools are designed can lead to different outcomes for students.

Readings (read for today)

- Pope, *Doing School*, Chapters 1, 4, 6-7, epilogue

Log #6 (due next week)
This week the log will focus on analyzing student learning in the context of his / her school experience. For your student, write a commentary in which you:

a) Describe the student as a person and learner. What are his/her strengths and approaches to learning, levels of knowledge and skills, academic needs, individual learning goals, and other relevant characteristics? [The background for this should have already been touched on in earlier logs.]

b) In your judgment, how is the school environment working positively to engage your student in learning and/or working negatively to turn your student off from learning? Discuss what influences you believe have supported or impeded the student’s achievement.

c) Does the school support this student’s development in productive ways? What features of the school environment are most / least supportive?
d) Is your student “doing school?” Explain.

Cognitive Development in Adolescence
Week 7 November 4

Overview of topic
Adolescence heralds a new stage in the cognitive and reflective capacities of the person. Developmental changes and experience enable increased capacity for abstract thinking (e.g., formal operations), perspective taking, self-reflection, and higher-order integration of ideas, means-end thinking, and other changes in cognition. Because of the integrated nature of the biological, psychological, and social changes adolescents are experiencing, changes in intellectual capacity transform adolescents’ ability to think about themselves and their social worlds in a more nuanced, critical, and integrative way. Adolescents become more adept at understanding others’ perspectives through reason and emotion; and thereby are able to enter into more intimate relationships with others and to have a broader understanding of the social world around them. Thus, cognitive changes not only herald new possibilities for learning, but also for psychosocial, emotional, and moral development.

The readings for this week discuss the biological and socio-cultural factors that shape learning. Piaget described an “unfolding of cognitive structures” linked to biological maturation and emphasized the individualistic nature of cognitive development. In contrast, Vygotsky emphasized the environmental (social, cultural, historical) influences that shaped the cognitive structures and contents of the child’s mind across development. He stressed that cognitive development is supported socially through language, cultural symbols and tools, and the nurturing of learning by caregivers and peers – especially within the child’s “zone of proximal development” (ZPD). The development of higher order thinking in the subject matter disciplines requires not only confronting children’s misconceptions about the world, but also providing them with assisted inquiry and practice in the child’s ZPD.

Readings (read for today)
- Steinberg, Chapter 2, Cognitive Transitions
- Cognitive Assessment Packet

Log #7 (due next week)
Describe an aspect of your student’s cognitive development. Use one or more samples of the student’s work (BE SURE TO INCLUDE COPIES OF THE STUDENT’S WORK) as the basis for discussing what the student can do in terms of higher order thinking and reasoning and what areas are still developing. Analyze his/her thinking in terms of both domain-specific understanding and cognitive development toward formal reasoning (e.g., concreteness vs. abstractness; ego-centricity vs. capacity for taking perspectives of others). How does your thinking differ from that of your student (or from the students in your classes)? Would you say you are smarter than your student because of your cognitive ability? Also consider how your student learns. Relate your findings to the readings. In addition, having examined the student’s cumulative folder, provide an overview of what you have learned about the student’s academic development over time from the perspective of former teachers, tests, records, parents and others. How does this add to what you understand about your student? What does this view of your student miss about his or her abilities?
Fostering the Adolescents’ Social-Emotional Development
Week 8  November 11

Overview of topic
Emotional intelligence is as important as academic intelligence in the life of an adolescent. The ability to persevere when learning is difficult or to handle frustrations and to solve problems productively are learned abilities, as is the capacity to treat others with concern and compassion. Parents, peers, and schools influence how adolescents develop into emotionally healthy and morally grounded individuals, whether intentionally or unintentionally. Intentional emotional support for development can make a difference in young people’s abilities to work well with others in the world. Zinis et al provide us with a useful overview of how emotional intelligence has been conceptualized by different researchers.

Readings (read for today)
• Zinis et al., Social and emotional learning for successful school performance. Pp. 376-395
• CASEL webpage – http://www.casel.org

Log #8
Give at least 2 examples of things you have observed about your student’s socio-emotional development using the descriptors of emotional intelligence from what Zinis et al discuss in their paper and/or from your knowledge of this topic from other sources including websites such as CASEL. These examples could be based on a sample of student work or on a naturally occurring event you have seen or heard about involving teachers, peers, or family members. Use specific evidence from interviews or observations to guide your discussion and analysis.

Peers, Friendships, and Social Networking
Week 9  November 18

Overview of topic
Today media is highly influential in guiding young people in nearly every aspect of their life and plays a great role in how adolescents form and express their cultural values, attitudes, and preferred identities. For some adolescents some aspects of the media (e.g., music, TV, Video games, YouTube) have come to be nearly as important as the family in directing an adolescents life. Often actors or performers serve as role models for adolescents who set their own moral and/or behavioral compass by these role models who they see on TV or in videos of one form or another. Teachers must learn to integrate media, new and old, into their teaching in order to connect to the experiences of their students. In addition, adolescents have new technologies for communicating with peers in ways that their parents and other adults around them are not as sophisticated in using. The media and these new technologies for staying informed can be used as teaching-learning devices. Whether this happens depends on the technological and social / cultural knowledge of parents and teachers.

Readings:
• Steinberg, Chapter 5, Peer Groups; Chapter 7, Work, Leisure, & Media
• CASEL webpage http://www.casel.org/bully
• Lenhart, Teens and Sexting.
• Subrahmanyam & Smahel, Constructing identity online: Identity exploration and self-presentation.
Log #9 (Elements of this log should be included in the draft submitted on 11/22)
What kinds of friendships does your case study student have? How does s/he view the functions of these friendships? Discuss with your student how they define friendship. What does he/she look for in a friend? How does he/she distinguish between a friend and an acquaintance? How many friends does the student have and how long have these friendships lasted? [Here we do not mean “friends” as in the context of Facebook, but actual peers they interact with at school, at home, and in the community. However, feel free to comment on on-line social networking relationships if they are part of your student’s life.] How does the student use social media? And which social media technologies does the student use and with whom? What does the student do with their friends? Specifically, what does it mean to “hang out with their friends”? Does the person have a special “boy” or “girl” friend? What is the nature of this special friend – are they dating? Do they only date this one person? What is the influence of peers on the student’s self-concept, connection to school, and relationship with family? Has the student ever experienced cyberbullying? Or does s/he know of any instances where another student has been the target of cyberbullying?

******************************************************************************
NOVEMBER 25 – NO CLASS - THANKSGIVING WEEK
YOUR CASE STUDY DRAFT IS DUE TO YOUR PEER REVIEWER AND INSTRUCTOR NO LATER THAN NOVEMBER 22 AT 5 p.m.
******************************************************************************

Case conferences with peer reviewers in Practicum – December 4th

Wrap-up of Course: Sharing Case Studies
Week 10 December 2

In today’s class, come prepared to share with the class two or three key things that you learned about your student while doing the data collection for the case study report. Unfortunately, please of the class size you will only have about 5 minutes to make your case presentation.

******************************************************************************
FINAL CASE REPORT DUE DECEMBER 9, 2013
Enjoy your holidays!
******************************************************************************
Course References


## Approximate Timeline for Doing the Work of the Case Study

NOTE: The date in Column 1 is the day/week of the class session. The topic for the class session each week (Column 2) will be the focus of the log/task that is due in class the following week (Column 3).

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Topic in Adolescent Development</th>
<th>Case Study Logs &amp; Tasks (due the following week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/23</td>
<td>Understanding Adolescent Development &amp; Learning</td>
<td>Choose student; permission forms signed; Conduct non-judgmental observation; Log: description, observation summary. Begin collecting class work for your student.</td>
</tr>
<tr>
<td>9/30</td>
<td>Self-identity and Who am I as a Learner</td>
<td>Student interview(s) &amp; observations Log: Identity formation in different domains</td>
</tr>
<tr>
<td>10/7</td>
<td>Social and Cultural Dimensions of Identity formation: Race and Ethnicity</td>
<td>Plan ahead for shadowing student. (shadow student b/w now and end of October); Explore social and cultural aspects of student Log: Case study student in cultural contexts</td>
</tr>
<tr>
<td>10/14</td>
<td>Social and Cultural Dimensions of Identity formation: Culture, Context and Language</td>
<td>Log: Continued exploration of cultural contexts. Student draws a social map of their school and where they fit. Begin exploring family context. Make plans for home visit; talk to parents.</td>
</tr>
<tr>
<td>10/21</td>
<td>Understanding the Role of Motivation and Effort in Learning</td>
<td>Observe student throughout the day (shadowing); Log: describe classrooms experienced by student and their influence on understanding &amp; motivation.</td>
</tr>
<tr>
<td>10/28</td>
<td>The School Context: Engagement and Achievement in High School</td>
<td>Does school provide good stage-environment fit for student? Is student engaged in real learning or “doing school”. Log: discuss student’s strengths and approach to learning – how is school accommodating students learning</td>
</tr>
<tr>
<td>11/4</td>
<td>Cognitive Development in Adolescence</td>
<td>Examine student’s cumulative folder; Analyze 1 or 2 samples of student’s work for cognitive understanding. Log: Case study student as a learner; formal reasoning</td>
</tr>
<tr>
<td>11/11</td>
<td>Fostering Social-Emotional Development</td>
<td>Log: discuss student’s socio-emotional development; use evidence from interviews or observations;</td>
</tr>
<tr>
<td>11/18</td>
<td>Peers, Friendships, Media and Social Networking</td>
<td>Log: What have you learned about your student’s relationships with peers? How extensive is the peer network and what does the person do with his/her friends.</td>
</tr>
<tr>
<td>11/22</td>
<td>Submit report by 5 p.m. – online submission</td>
<td>Penultimate draft due Nov 22 to peer and faculty reader</td>
</tr>
<tr>
<td>12/2</td>
<td>Course wrap-up: Sharing Case Studies</td>
<td>Class: sharing out of case study students</td>
</tr>
</tbody>
</table>

### December 9 -- SUBMIT FINAL CASE STUDY REPORT
THE ADOLESCENT CASE STUDY

Goals:

• To look carefully at a developing adolescent to understand his or her social, psychological, cognitive, and academic development in school and non-school contexts and to evaluate the interaction between these areas of development.

• To examine how different social systems -- school, peer groups, family -- influence the concerns, identity development, thinking, and learning of the growing adolescent.

• To apply insights and principles from research on adolescent development and learning to a specific case.

• To learn to see and interpret the world from another's perspective.

Tasks:

You will examine how a developing adolescent thinks and reasons, interacts with others, and views him/herself as a maturing person and part of a social group. How does he or she learn? What motivates him or her? What are her/his concerns, attitudes, and beliefs, as well as behaviors?

Choose a student who poses a puzzle or questions for you, not someone with whom you identify strongly. It might be useful to select a student from a different social, cultural, language, racial, ethnic group, and/or gender background from your own.

You will collect data about your student from a number of sources, including:

• observations of the student in school and non-school settings, including the home,
• interviews of the student,
• shadowing the student throughout a school day,
• a cognitive assessment of the student's learning,
• examination of the student’s cumulative folder, and
• analysis of samples of the student's work.

During the course of ED 240 and the practicum we will be working together on strategies for observing, interviewing, shadowing, and assessing your student's learning. You will keep detailed, nonjudgmental observations of the student between September and November. We recommend keeping a notebook or setting aside a section of your log for this purpose. In your case study report, you will link your observations and analyses about your student to the readings you have been doing in ED 240 and to the practicum.

You will have the opportunity to review case studies written by other students who have previously engaged in this kind of study. You will also have the opportunity to have your case study reviewed by a peer and by a faculty member before completing the final version. Your Penultimate draft will be due no later than November 18, to be given to your peer case consultant and faculty reader. You will also receive a case to review on that date. On November 30, we will hold case conferences during the practicum so that you can ask questions of the colleague whose case you have reviewed and discuss your own case with your case consultant. You will receive feedback on your case from a faculty reader as well.
You are encouraged to revise your case following the case conference and additional feedback. Final versions of the case study are due December 16, 2013.

Assessment Criteria for Evaluating the Case Study

1. Does the case study provide a clear, thorough, detailed picture of the young person's thinking and learning, physical development, social interactions, social / emotional development, and views of him/herself (e.g. identity development)?
   - Does it promote understanding of the student as a thinker and a learner?
   - Does it illuminate how the student behaves as a social member of a classroom, peer group, family, or other social system(s), what roles he/she assumes, and how she/he views her/his niche?
   - Does it provide a sense of how the young person is developing a view of him/herself, his/her possibilities and aspirations, affiliations and memberships, and constraints or limitations?
   - Does it help the reader understand what motivates, inspires, and concerns this young person?

2. Does the case provide an adequate understanding of the contexts within which the student is operating and how these influence his or her development?

3. Is the description careful, detailed, and nonjudgmental? Are data kept distinct from analysis?

4. Does the analysis integrate observations across the areas of development to suggest how they interrelate?

5. Is the discussion and analysis grounded in and informed by research and theory on adolescent development?

6. Does the analysis use data to substantiate statements and conclusions? Does it examine patterns and relationships among various pieces of data? Does it describe carefully while avoiding labeling?

7. Does the analysis pay attention to concerns of role group identification, gender, cultural or racial/ethnic identity, and other socially-constructed self-perceptions where they are relevant?

8. Is the paper well written: easy to read and well-structured, with proper use of spelling, grammar and other conventions? Does it meet acceptable standards of academic writing and scholarly referencing?
# Adolescent Case Study Assessment Rubric

## Case Content (30 points)
### Areas of Development:
Does the case study provide a clear, thorough, detailed picture of the adolescent’s:
- **Social / emotional development** (Can we understand how the student is developing in terms of emotional maturity and as a member of (various) social groups?)
- **Cognitive development and learning** (Can we understand this student as a thinker and a learner?)
- **Physical development** (Do we get a sense of the young person’s biological/physiological maturation and development?)
- **Identity development** (Can we understand how this student views his/her emerging sense of self, as a person, a member of racial, ethnic, cultural, religious, or gender groups, and in different domains [academic, athletic, peer, family, etc.]? Can we see his/her goals and aspirations, affiliations, perceived constraints?)

## Contexts for Development (20 points)
Does the case provide an adequate understanding of the contexts within which the adolescent is operating:
- **School and classroom contexts** (Do we get a picture of the kinds of teaching the student experiences? The supports and constraints provided by the school organization?)
- **Peer context** (Do we get a sense of the student’s peer group(s) and how he/she interacts with them?)
- **Family/community context** (Do we understand the home and community environment the student comes from?)

## Case Analysis (35 points)
- **Synthesis of data across areas of development** (Does the author look across the different areas of development to see how they influence one another and to understand the whole child?)
- **Synthesis of information about contexts, development, and learning** (Does the author examine how school, family, and peer contexts influence the student’s development, learning, and academic progress?)
- **Integration of data with research and theory** (Does the author use the literature on adolescent development and learning to interpret his or her findings and to draw well-grounded conclusions?)

## Case Presentation (15 points)
- **Presentation of data** (Does the author present information in a careful, thorough, and nonjudgmental fashion, and supply evidence for all assertions or conclusions?)
- **Writing style** (Is the paper well-organized and well-written, with proper use of conventions and citations?)
ED 244: Classroom Management and Leadership

Fall - 2013

Instructors:
Kristina Dance (kdance@stanford.edu)
Meghann Tovar (mztovar@stanford.edu)
Colin Haysman (chaysman@stanford.edu)

Time: Wednesdays, 3:15-5:05

Essential Question: ‘How best can I manage and lead my classroom?’

Description:
This course is designed to give Teacher Candidates a broad overview of classroom management and leadership (CML), including its base in theory, application in practice and implications for equitable student outcomes. Teacher Candidates will reflect upon their placement experiences and develop their individual approach to developing an inclusive, productive and well-structured learning environment.

Course Objectives:

Theoretical Understanding
Teacher Candidates will read and reflect on theories and practices of CML and develop an understanding that CML encompasses many domains. This includes aspects of curriculum design, classroom structures, relationships with parents and students and strategies for managing challenging students.

Personal Understanding
Teacher Candidates will consider who they are as teachers and how their personal identity affects their work with students. They will develop an understanding of the complex relationship between their classroom interactions and their identity and how this impacts how effectively they manage their classroom.

Practical Strategies
Teacher Candidates will consider, practice and reflect on a variety of strategies and techniques that may facilitate effective classroom management. They will recognize that managing and leading students is a complex process that cannot be reduced to a simplistic list of techniques.

Building Community
Teacher Candidates will understand that the classroom is a community of learners and will consider strategies that, from day one, assist in the development of that sense of community, including working with parents and guardians.

Equitable Outcomes
Students will reflect on their own management practices as well as those of others, with the goal of understanding how to create equitable outcomes through effective classroom management.

Readings:
The Heart of a Teacher by Parker J. Palmer
Selection from Choice Theory in the Classroom by William Glasser
Selection from The First Days of School: How to be an Effective Teacher by Harry K. Wong and Rosemary T. Wong
Selection from Building Classroom Discipline, Eighth Edition by C.M. Charles
Selection from Beyond Discipline:From Compliance to Community by Alfie Kohn
Assessment and Grading:
Students are expected to attend all classes, participate actively and submit all assignments. Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment and it will be made clear whether the standard achieved is satisfactory. Students may rewrite assignments that are not satisfactory, although they must be resubmitted by the final date of the course to avoid an incomplete. All assignments must be completed by the due date unless prior arrangements have been made.

Assignments:
Submit all assignments as electronic copies by midnight on the day that the assignment is due. The title of the file should begin with your last name.

Four Reflective Logs: (10% each)
The four logs you submit should be approximately 500 words each. The fourth log is a write up of your parental communications.
(Please see instructions posted on Google Docs.)

Classroom Management Plan: (50%)
This will be included in your final portfolio for Practicum.
(Please see Classroom Management Plan instructions and rubric posted on Google Docs.)

Participation: (10%)
Participation will reflect attendance, punctuality to class (and with assignments) and contributions to class discussions and activities.

Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).
<table>
<thead>
<tr>
<th>Class</th>
<th>Essential Question(s)</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is classroom management and leadership?</td>
<td>Re-visit for today: <em>The Heart of A Teacher</em>, Palmer</td>
</tr>
<tr>
<td>9/25</td>
<td>What kind of leader and manager do you want to be?</td>
<td>Read for today: <em>The Teacher as a Modern Manager</em>, Glasser</td>
</tr>
<tr>
<td>2</td>
<td>How do I set the right tone in my class?</td>
<td>Read for today: <em>How to be an Effective Teacher: The First Days of School</em>, Wong</td>
</tr>
<tr>
<td>10/2</td>
<td>How do I create a community of learners?</td>
<td><em>Turn in Log #1</em></td>
</tr>
<tr>
<td>3</td>
<td>How do I create a community of learners?</td>
<td>Read for today: <em>Building Classroom Discipline</em>, Chapter 3, Charles</td>
</tr>
<tr>
<td>10/9</td>
<td>How do I create a community of learners?</td>
<td><em>Beyond Discipline: From Compliance to Community</em>, Chapters 1, 2, Kohn</td>
</tr>
<tr>
<td>4</td>
<td>What procedures, routines and rules will operate in my classroom and what strategies will I employ?</td>
<td>Read for today: <em>Teach Like A Champion</em>, Chapter 1, Lemov</td>
</tr>
<tr>
<td>10/16</td>
<td>What procedures, routines and rules will operate in my classroom and what strategies will I employ?</td>
<td><em>Turn in Log #2</em></td>
</tr>
<tr>
<td>5</td>
<td>What procedures, routines and rules will operate in my classroom and what strategies will I employ?</td>
<td>Read for today: <em>Teach Like A Champion</em>, Chapters 5 and 6, Lemov</td>
</tr>
<tr>
<td>10/23</td>
<td>What procedures, routines and rules will operate in my classroom and what strategies will I employ?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>How do I know that I have succeeded in creating an equitable learning environment where all have equitable access to educational opportunities and accomplishments?</td>
<td>Read for Today: <em>Bad Boys</em>, 1-23 and 61-73, Ferguson</td>
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<td>10/30</td>
<td>How do I know that I have succeeded in creating an equitable learning environment where all have equitable access to educational opportunities and accomplishments?</td>
<td>*(Un)necessary Toughness? Those ‘Loud Black Girls’ and those ‘Quiet Asian Boys’, Lei</td>
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<td><em>Savage Unrealities</em>, Gorski</td>
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<td><em>The Myth of the Culture of Poverty</em>, Paul Gorski</td>
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<td><em>Turn in Log #3</em></td>
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|    | 11/6 | How do I develop an understanding of the issues in extrinsic versus intrinsic debate and how does this inform my practice? | Read for Today: *Risks of Rewards*, Kohn  
_Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*, Ryan and Deci |
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<td><strong>Please note:</strong> Reciprocal Observation Conferences 5:00 – 6:30pm (class finishes at 4:45)</td>
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<td>8</td>
<td>11/13</td>
<td>How can I most effectively work with parents</td>
<td><em>Turn in Log #4 (Parental Communication)</em></td>
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<td>9</td>
<td>11/20</td>
<td>Classroom management – Learning from myself and others</td>
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<td>11/27</td>
<td><em>Thanksgiving Week – no classes</em></td>
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<td>10</td>
<td>12/4</td>
<td>Plenary session – answering the original essential question – “How best will I manage my classroom?”</td>
<td><em>Draft CML Plan due in class for peer review.</em></td>
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<td>12/9</td>
<td>Classroom Management &amp;Leadership Plan Due before 9am</td>
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| 12/11 | Practicum Session  
Preparation for Employment | *Ruth Ann Costanzo* |
Log Assignments

During the course you will turn in four logs. Logs 1 - 3 evolve from your daily reflections on your practice, and the fourth is based on positive phone calls home for two students. Logs 1-3 should not be longer than 500 words.

*There is a separate description for Log #4.*

**Logs are due by midnight on the following dates:**
- Log 1: October 2nd
- Log 2: October 16th
- Log 3: October 30th

Each of these logs should be focused on an incident, pattern, or dilemma from your placement that caused more than momentary concern or thought. Topics might include:

- something you or your CT did or did not do
- something a student did or said that caused you to be unable to respond or that elicited a response in you that was not as effective as you wanted it to be
- something that happened outside the classroom
- a breakthrough with a particular student
- an issue of justice or fair-play that remains unaddressed
- Something that is preventing or hindering student from learning
- an event that turned out well but you don’t know why and you want to be able to repeat the success.

What did you see as your choices? Would doing nothing be a suitable option?

**Grading/Criteria**

*Assignments will either meet the standard for full credit or we will ask you to revise the log and resubmit.*

**Clarity**

1. Provides a vivid description of the actions of all involved.
2. Includes brief background information that would deepen the readers’ understanding of the dilemma.
3. Clearly states why this is an important issue to be considered for a log.

**Reflection**

1. What was this a case of? (respect, a challenge to authority, a school rule not being observed etc)
2. Approaches the situation from multiple perspectives. Considers the motivation and choices of the student(s), the teacher (and/or CT) and the school.
3. Within the log, alternative actions and possible choices are discussed.
4. When appropriate, class readings and discussions are drawn upon as resources for further thought.
Log Assignment #4: Phone Call Home
Due Date: November 13th

The essential rule for these calls is that it must be positive and only positive. There are no “yes, buts” allowed. The conversation can be long or short (have an exit strategy for calls that drag on), but it must be 100% positive. If the parent/guardian wants to extend the topic to less than positive things, set a time for another conference or call.

Things to consider:
- The language spoken in the home
- Parents who may have multiple jobs and may not be home when you call
- Divorced parents, foster homes
- Parent names different from that of the student
- Wrong numbers or fake residences

Possible resolutions:
- Tell the student in advance that you will be calling and check to see if any of the foregoing difficulties apply. Schedule the call accordingly.
- Arrange to have an interpreter either in the home or with you.
- Check with the counseling office regarding problem parents or home situations. This is sometimes a good place to find out about differing family names.

Directions:
Place a call home to two (2) students’ parents/guardians to share a positive experience you have had with that student.

In your log, please relay the reason you called these specific students’ homes, how you conducted your call and your reflection on the value of the call. Include what went well and what you might do differently next time. **This log should not be longer than 1000 words.**

Grading/Criteria
Assignments will either meet the standard for full credit or we will ask you to revise the log and resubmit.

Clarity
1. Provides a description of the phone call.
2. Includes relevant background information.
3. States why these students were selected.

Reflection
1. Within the log, alternative actions, possible choices, and outcomes are discussed.
2. When appropriate, class readings and discussions are drawn upon as resources for further thought.
Classroom Management & Leadership Plan

Draft due December 4th in class for peer review
Final plan due by 9 am, December 9th

This plan should be a synthesis of your current thinking about how you want your classroom to operate. The plan allows you the opportunity to think deeply about how to manage your classroom and strategically plan what you will do to build and maintain an effective classroom environment.

One purpose of this assignment is to begin the process of developing a management style that works for you and your students. The course readings and activities, along with your logs, should provide material to support your thinking. At this stage, the plan should be seen as your ‘ideal’ as the context of a school where you work will obviously have implications for any CML Plan.

For each section, we have included discussion points to guide your writing. Responding to all of them in depth would result in a document much longer than you have time to write. Clarity becomes more important than quantity. While editing and proofreading, look for consistency within and across each section. Be sure to reference particular theorists and readings when appropriate and give reasons for your choices.

Your plan should include the following sections:

1. Teaching Philosophy Statement: (500 words)
   - What is the role(s) of the teacher?
   - How will you teach your students?
   - How does your identity influence your ideas about teaching?
   - How have any theoretical perspectives shaped your thinking on CML?

2. Creating an Effective Learning Environment & Building Community: (1000 words)
   - What does an effective and equitable classroom community look like?
   - How will you design the physical space in your classroom and how will this design facilitate an effective learning environment as well as build community? (You may include a class diagram)
   - How will you ensure that your classroom is an effective learning environment?
   - How will you create a classroom community?

3. Classroom Expectations, Rules & Procedures: (1500 words)
   - What expectations are necessary for a productive classroom and what will be the expectations - the norms, rules, guidelines, boundaries, and consequences for behavior in your classroom?
   - How will you teach and reinforce these rules & routines?
   - How will these expectations be established and shared with the class community and the wider school community and families?
   - What are the routines and procedures you will institute for effective participation and learning in your classroom?
     - How will you start/end class?
     - Norms and procedures for participation and discussions
     - How do students leave/enter the class?
     - What will be your policies on homework, late work, bathrooms etc.
   - What techniques will you employ when managing challenging behavior and which will you not employ?
4. Reflections: (250 words)

- Reflect on your Classroom Management and Leadership plan. Consider the following:
  - What are you confident about?
  - What questions or uncertainties do you still have about your plan?
  - What are your next-steps in implementing, thinking about, and updating your plan?

This plan should be informative, concise (certainly not more than 3500 words), and most of all, useful to you. The plan may be written in a report style or as an essay. In past years Teacher Candidates have taken this plan (or edited versions of it) to job interviews as it gives prospective employers a window into your teaching style and strategies.

Grading Criteria

Each of the five sections is addressed and the different parts of the assignment are clearly linked and build upon each other covering all the important questions. There is consistency within and across the sections.

A variety sources are incorporated to provide a theoretical grounding for ideas. Theorists and readings are mentioned when appropriate.

The plan recognizes dilemmas in classroom management and includes reasoned choices.

There is a synthesis of philosophy, ideas and specific actions that make this a workable plan.

The assignment is well written and of an appropriate length.
COURSE SYLLABUS
ED 244E and 244F: ELEMENTARY CLASSROOM LEADERSHIP AND MANAGEMENT
Stanford Teacher Education Program
Summer and Pre-Fall, 2013

Instructor:
Dey Rose (deyr@stanford.edu)

Course Time and Location:

244E (Summer) 244F (Pre-Fall)
Mondays, 7/1 – 7/22, 12:30-2:30 Thursdays, 8/22 – 9/19, 4:00-6:05 pm
Bishop Elementary School, Portable H CERAS 204
Wednesday, July 31, 12:30-3:30, CERAS 204

Course Description:
This course is designed to give teacher candidates a broad overview of classroom leadership and management that includes research, theories, and applications in practice, in view of creating and sustaining positive and productive learning environments. Teacher candidates will explore their own values and beliefs, observe and reflect on other teachers’ tactics, learn about a variety of current and past methodologies of leadership and management, and explore working with diverse students. Finally, each candidate will begin to develop an individual approach to building an inclusive, productive and well-structured learning environment.

Essential Question: “How can I best lead and manage my classroom?”

Course Objectives

Theoretical Understanding
Teacher candidates will read and reflect on theories and practices of CLM, in order to both understand the connections between classroom structures, curriculum, and strategies for managing challenging students, as well as how to create and sustain conditions that support teaching and learning in diverse elementary classrooms.

Personal Understanding
Teacher candidates will investigate who they are as teachers and how their individuality affects their views about students, management plans, and disciplinary responses. They will develop an understanding of the complex relationship between their identity and their classroom interactions, and the impact this has on their effectiveness in managing their classroom, as well as on their ideas for: classroom culture, classroom community, and classroom leadership.

Practical Strategies
Teacher candidates will consider, practice, and reflect on a variety of strategies and techniques that may facilitate effective classroom management. They will recognize that leading and managing students is a complex process that cannot be reduced to a simplistic list of techniques.

Building Community
Teacher candidates will understand that the classroom is a community of learners and will consider strategies that, from day one, assist in the development of that sense of community.

Equitable Outcomes
Teacher candidates will examine classroom leadership through an equity lens to consider how students of different racial, cultural, linguistic, and economic backgrounds may experience the conditions we create for teaching and learning.
Readings:


Culturally Responsive Classroom Management Strategies. Published by the Technical Assistance Center on Disproportionality (TACD) for the Metropolitan Center for Urban Education.


Selections from Lee Canter’s Assertive Discipline, William Glasser’s Noncoercive Discipline, Fred Jones’s Positive Classroom Discipline, Alfie Kohn’s Risks of Rewards/Beyond Discipline


Assessment and Grading:
Students are expected to attend all classes, participate actively, and submit all assignments. Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment and it will be made clear whether the standard achieved is satisfactory. Students may rewrite assignments that are not satisfactory, although they must be submitted by the final date of the course to avoid an incomplete. All assignments must be completed by the due date unless prior
Arrangements have been made.

**Assignments**

All assignments must be submitted electronically by the start of class on the day the assignment is due. The title of the file should begin with your last name.

**Four Reflections:** (10% each)
The four reflections you submit should be approximately 800-1000 words each. They consist of an Interaction Reflection: Due **Monday, July 8, 2013** *(please see Interaction Reflection instructions posted on Google Docs)*, a Community Reflection: Due **Monday, July 22, 2013**, *(please see Community Reflection instructions posted on Google Docs)*, a Procedures Reflection: Due **Wednesday, July 31, 2013**, *(please see Procedures Reflection instructions posted on Google Docs)*, and a Motivation Reflection: Due **Thursday, September 5, 2013** *(please see Motivation Reflection instructions posted on Google Docs)*.

**Classroom Leadership and Management Plan:** (40%) This is a culmination of the course, and requires quite a bit of both reflection and time to complete. In consideration of that, there are several sections of the final plan that are due in draft form earlier. Please note that these draft due dates are a way to help you balance the workload. They are not graded, and will be evaluated only when they are in the completed final Plan. Suggested completion dates for these sections are:

- Building Community: Due Thursday, August 22, 2013 *(Please see CLM Plan FINAL instructions posted on Google site)*
- Creating a Working Space: Due Thursday, August 29, 2013. *(Please see CLM Plan FINAL instructions posted on Google site)*
- Classroom Rules and Procedures due Thursday, September 12, 2013. *(Please see CLM Plan FINAL instructions posted on Google site)*

The final completed Leadership and Management Plan is due **Thursday, September 19, 2013** *(Please see CLM Plan FINAL instructions posted on Google site.)*

**Participation:** (20%)
Participation will reflect attendance, punctuality to class (and with assignments) and contributions to class discussions and activities.

*Please note: If you need support, resources, or accommodation to promote your success in this course due to a disability of any kind, please contact the Student Disability Resource Center at 723-1066. The Center will work with you and your course instructors to ensure that you receive the support that you need.*

**Stanford University Honor Code**

Please note the standards of Stanford's Honor Code, the University's statement on academic integrity written by students in 1921. The Honor Code articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. For more information: [http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm](http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm)
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<td>1</td>
<td>July 1</td>
<td><strong>Course Overview</strong>&lt;br&gt;Exploring our Prior Knowledge and Questions&lt;br&gt;(Who am I as a teacher? What kind of teacher do I want to be?)</td>
<td><strong>READ for today:</strong>&lt;br&gt;Denton, P. The Power of Our Words (online)&lt;br&gt;IN PLACEMENT: Pay attention and take notes on how your CT is building community. (See assignment on Google Docs: Community Reflection)&lt;br&gt;NEW: <strong>Interaction Reflection due next week.</strong> (See assignment on Google Docs: Interaction Reflection)</td>
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<td>July 8</td>
<td><strong>Establishing and Leading a Positive Classroom Environment</strong>&lt;br&gt;(How do I set the right tone in my class? How do I create relationships with students to support learning?)</td>
<td><strong>READ for today:</strong>&lt;br&gt;• ECM, Chapter 3 (optional reading: Rules, Chapter 1)&lt;br&gt;• Selection from Belvel and Jordan&lt;br&gt;IN PLACEMENT: Find at least three ways to help students get back on task. Walk students out of class/back to class. (See assignment on Google Docs for Procedures Reflection.)&lt;br&gt;ONGOING: Continue to pay attention and take notes on how your CT is building community. (See assignment on Google Docs: Community Reflection) <strong>Due: Interaction Reflection</strong></td>
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<td>3</td>
<td>July 15</td>
<td><strong>Preparation for Learning – Part 1</strong>&lt;br&gt;(What techniques can I develop and practice that will ease the task of managing behavior and minimize the chances of disruptive behavior?)</td>
<td><strong>READ for today:</strong>&lt;br&gt;• ECM, Chap 4 (optional reading: Rules, Chapter 2)&lt;br&gt;• Lemov, Chapter 5&lt;br&gt;IN PLACEMENT: Pick a method for getting whole class attention. When you have their attention, give directions for a procedure/transition. (See assignment on Google Docs for Procedures Reflection).&lt;br&gt;ONGOING: Continue to pay attention and take notes on how your CT is building community (See assignment on Google Docs: Community Reflection)&lt;br&gt;NEW: Pay attention to how the layout of the classrooms you visit as well as the one you are placed in, affects the students as well as the teaching strategies you observe. (See assignment on Google Docs for Creating a Working Space in Your Classroom). <strong>Community Reflection due next week.</strong></td>
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<td>July 22</td>
<td><strong>Preparation for Learning, Part 2</strong>&lt;br&gt;(How do I establish practices and routines in my classroom to facilitate learning and)</td>
<td><strong>READ for today:</strong>&lt;br&gt;• Selection from Wong, H. and Wong, R.&lt;br&gt;• Rules, Chapter 3&lt;br&gt;IN PLACEMENT: Find at least three ways to help students get back on task. Walk students out of class/back to class. (See assignment on Google Docs for Procedures Reflection.)&lt;br&gt;ONGOING: Continue to pay attention and take notes on how your CT is building community (See assignment on Google Docs: Community Reflection). <strong>Due: Interaction Reflection</strong></td>
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**Calendar**
back on task. Walk students out of class/back to class. Pick a method for getting whole class attention. When you have their attention, give directions for a procedure/transition. *(See assignment on Google Docs for Procedures Reflection.)*

**NEW:** *Procedures Reflection due next week.*

**Due: Community Reflection**

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<th>Readings/Assignments</th>
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| July 31 | Cultural Diversity  
(How can I create and support a learning environment where all students have equitable access to educational opportunities and accomplishments?) | *•* Culturally Responsive Classroom Management Strategies  
*•* Hollingworth, Liz, *Complicated Conversations: Exploring Race and Ideology in an Elementary Classroom*  
READ one of the following (assigned in class):  
*•* Valdes, *World Outside and Inside Schools*  
*•* Ladson-Billings, Selection from *Crossing Over to Canaan*  

**BREAK**

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| Aug 22 | Classroom Management Theories – Part 1  
(How do I develop an understanding of the issues in extrinsic versus intrinsic debate and how does this inform my practice?) | Read for today:  
*•* Kohn, Risks of Rewards/Beyond Discipline  
*•* Canter, Assertive Discipline  
THIS WEEK: In placement: Pay attention and take notes on how your CT is **building community.** *(See assignment on Google Docs: Final Assignment: Building Community)*  
**NEW:** Pick a student who seems to be challenged when it comes to getting motivated. Pay attention to the methods your CT uses to support that child. In your journal, take notes on your observations as they relate to your readings. *(See assignment on Google Docs for Motivation Reflection).** **Draft: Building Community (for Final Assignment)** |
| Aug 29 | Classroom Management Theories – Part 2  
(How do I develop an understanding of the issues in extrinsic versus intrinsic | Read for today:  
*•* Glasser, Choice Theory  
*•* Fred Jones, Positive Discipline  
*•* **SKIM CM for Elementary Teachers, Chap 1**                                                                 |

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debate and how does this inform my practice?)

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| 8 Sep 5 | The Effective Teacher | Read for today: 
- ECM- Ch. 8 (optional reading, ECM Ch. 7) | Motivation Reflection |
| 9 Sep 12 | Problem-Solving | Read for today: 
- ECM Selections from Chap 12 | Classroom Rules and Procedures (for Final Assignment) |
| 10 Sep 19 | Plenary Session | Due: CLM Final Plan |
How should a teacher create community in the classroom, and why? How might the community that a teacher develops in her/his classroom affect the learning environment? How could it affect interaction between/among the students?

This assignment is a way for you to briefly summarize your placement experiences through a community lens, and, based on what you have observed and read, make some decisions about creating a community in your future classroom. Be sure to answer all the questions below:

1. What do you believe are the components of an effective and equitable classroom community? On what are you basing these beliefs? Be sure to reference your sources.
2. Speak briefly about the differences between your cooperating teachers’ ways of establishing community in the classroom. Some possibilities of discussion are: opening activities, transitions (from one activity to the next), getting students’ attention, daily procedures (to get in line, to get materials, to get started), and physical space. Make sure to differentiate between descriptions of your observations and their interpretations.
3. What are some ways you will create a classroom community? Discuss some choices you are considering. Include your thoughts about opening activities, transitions, attention getters, procedures, and physical space. How will you make connections with the extended class community, such as families?

Objectives:
To develop observational skills (separate from interpretation).
To be able to interpret based on observations.
To recognize factors that can help or hinder the creation of a classroom community.
To develop an action plan for establishing a classroom community.

Criteria
Clarity
1. Provides a vivid description of the actions of all involved.
2. Includes any background information that would deepen the readers’ understanding.
3. Refers to the readings from this course (and other salient readings) to support ideas and inferences made.

Mechanics
- Approximately 3-4 pages, double-spaced.
- Footnote (APA) references where applicable.
- Please be sure to number the pages of your document.
- A draft of this paper is due on August 22. On September 19, before class, the final version will be due by email as a part of the final assignment.
Classroom Rules & Procedures

Classroom Rules & Procedures: (approx. 4-5 pages)

For this assignment, consider your classroom experiences before coming to STEP, all that you have observed so far in your two placements, and the relevant readings you have done. Then, answer the following questions regarding how you would like to organize your classroom management system:

- What conduct is necessary for a productive classroom?
- What will be the rules, guidelines, boundaries, and consequences for behavior in your classroom? How will these be established and shared with the class community?
- What are the norms, routines and procedures (transitions, materials management, homework, etc.) you will institute for effective participation and learning in your classroom? How will you teach and reinforce them? How does your teaching philosophy inform your strategies in this area of your plan?
- What procedures will you institute for interventions and problem solving? Think of this as a statement you might make to parents or administrators (perhaps in an interview!) about how you will approach little or big problems that arise in the classroom. What guides your choices about these?

Objectives:
To develop observational skills (separate from interpretation).
To be able to interpret based on observations.
To recognize factors that can help or hinder effective participation and learning in a classroom.
To develop an action plan for establishing classroom rules and procedures.

Criteria
Clarity
1. Provides a vivid description of the actions of all involved.
2. Includes any background information that would deepen the readers’ understanding.
3. Refers to the readings from this course (and other salient readings) to support ideas and inferences made.

Mechanics
- Approximately 4-5 pages, double-spaced.
- Footnote (APA) references where applicable (in-text citations are also acceptable).
- Please be sure to number the pages of your document.
- A draft of this paper is due on September 12. On September 19, the final version will be due as a part of the final assignment.
How does the community that a teacher develops in her/his classroom affect the learning environment? How does it affect interaction between/among the students? How much do the teacher’s actions and attitudes affect the students’ reactions and attitudes?

This reflection is a way for you to briefly summarize your placement experiences through a community lens, and, based on what you have observed and read, do some thinking about creating a community in your future classroom. Spend some time both describing what you observed, and discussing what you learned from your observations. Make sure to differentiate between descriptions of your observations and your interpretations. Use the following questions to guide your reflection:

**Observing Community:**
- How did your cooperating teacher work to establish community in her/his classroom? Along with the opening activity(ies) that took place the first few days, look for how other things contributed to a sense of community. Some possibilities are: transitions (from one activity to the next), getting students’ attention, and daily procedures (getting in line, getting materials, getting started, etc.). How did these things seem to affect the students?
- What are the implications of the physical space for student-student and student-teacher interactions? What messages are conveyed to the students by its arrangement? Did anything surprise you?
- How would you say learning, and the learning environment, were impacted by the way community, and the instituted norms and rules, were established in the classroom?

**Objectives:**
- To develop observational skills (separate from interpretation)
- To be able to interpret based on observations
- To recognize factors that can help or hinder the creation of a classroom community
- To understand the effect a classroom community can have on the learning environment

**Criteria**

**Clarity and Completion**
1. Provides a vivid description of the actions of all involved.
2. Answers the given questions, including a thoughtful reflection regarding what supports the development of community, and how the learning environment is affected.
3. Includes any background information that would deepen the readers’ understanding.

**Mechanics**
- Approximately 800-1000 words, double-spaced.
- Footnote (APA) references where applicable.
- Please be sure to number the pages of your document.
- The paper is due by email, before class on Monday, July 22. Be sure to save it as an attached file/document with your last name first, and with “Community Reflection” in the name, as well.
Classroom Leadership and Management
Final Plan – Thinking in Progress

Your final assignment for this course is to submit a Classroom Leadership and Management Plan, in five sections, that is a synthesis of your current thinking about how you think you might want your ideal classroom to operate. The assignment offers you the opportunity to think deeply about how you want to manage your classroom and strategically plan what you might do to create and maintain an effective space. The course readings and activities, along with your Reflections and notes from your own journal, should provide material to support your thinking.

For each section, there are discussion points to guide your writing. Please note that if you were to respond to all of them in depth, this would result in a document much longer than is expected or that you have time to write! Thus clarity becomes more important than quantity. While editing and proofreading, look for consistency within and across each section. Consider peer review as a strategy for insuring both clarity and consistency. Be sure to reference particular theorists/readings when appropriate – page numbers for reference in parentheses in the text (as per APA specifications) are very useful, so that YOU can look it up later, too. While it may not always be possible, really consider from where your ideas are coming, and reference them as best you can (citing, “Personal communication” for ideas from someone is perfectly acceptable). Please include a bibliography at the end.

Be specific – instead of “occasional meetings,” “they’d share thoughts,” “consequences would take place,” or “resources would be provided,” specify: How often? What kind of thoughts? Which consequences? What resources? This plan should be informative, concise, and most of all, useful. Be sure to specify the grade you are theoretically teaching from the start – so that I don’t have to look for it!

Your plan should include the following sections:

1. Teaching Philosophy Statement: (approx 2-3 pages)
   - What is (are) the role(s) of the teacher?
   - Discuss your teaching preferences by briefly describing your ideal classroom. How might the day begin? What teaching strategies might you use? How might you introduce your lessons?
   - What theories of education, learning, and classroom management have shaped your thinking? (Again, please reference these when applicable, either by citing your readings, or by referencing discussions, etc. And, as I said above, I know this isn’t easy or even possible at times, but it’s useful to understand what is shaping your thinking.)

2. Building Community: (approx. 3-4 pages)
   How should a teacher create community in the classroom, and why? How might the community that a teacher develops in her/his classroom affect the learning environment? How could it affect interaction between/among the students?
   By briefly summarizing your placement experiences through a community lens, and, based on what you have observed and read, make some decisions about creating a community in your future classroom. Be sure to answer all the questions below:
   - What do you believe are the components of an effective and equitable classroom community? On what are you basing these beliefs? Be sure to reference your sources.
   - Speak briefly about the differences between your cooperating teachers’ ways of establishing community in the classroom. Some possibilities of discussion are: opening activities, transitions (from one activity to the next), getting students’ attention, daily procedures (to get in line, to get materials, to get started), and physical space. Make sure to differentiate between descriptions of your observations and their interpretations.
   - What are some ways you will create a classroom community? Discuss some choices you are considering. Include your thoughts about opening activities, transitions, attention getters, procedures, and physical space. How will you make connections with the extended class community, such as families?
3. Creating a Working Space in Your Classroom (approx. 1-2 pages, plus a 1-page classroom design)
You have just been hired to teach a class of 25 students. Your principal is willing to order whatever furniture you need for your classroom. Your task is to design the physical space of your classroom. Use the layout for a classroom that is 30x30 (attached to the separate assignment sheet, as well as to this assignment). Make sure you have enough desks, chairs, group tables, bookshelves, etc. Please be sure that any extras you might include (carpets, beanbag chairs, sofas, etc.) are proportional. Include a clear explanation of everything you include/how it would be used.

- The cabinets have storage for your supplies; assume they will be able to hold them all, but the students will not be able to access anything that is in the cabinets, so keep that in mind, too.
- In your write-up, please think about the following questions (but you aren’t limited to these!):
  - What are your main types of instructional activities and how will your set-up support these?
  - What equipment and supplies must be accessible to students, and how will that happen?
  - How have you accounted for the movement around the room that may be necessary for the different activities that take place in your classroom?
  - How are you dealing with supplies, books, etc.?
  - What sort of special areas have you created in your classroom, and what is their purpose?
  - What might you want students to notice/appreciate about your classroom design?

4. Classroom Rules & Procedures: (approx. 4-5 pages)

For this assignment, consider your classroom experiences before coming to STEP, all that you have observed so far in your two placements, and the relevant readings you have done. Then, answer the following questions regarding how you would like to organize your classroom management system:

- What conduct is necessary for a productive classroom?
- What will be the rules, guidelines, boundaries, and consequences for behavior in your classroom? How will these be established and shared with the class community?
- What are the norms, routines and procedures (transitions, materials management, homework, etc.) you will institute for effective participation and learning in your classroom? How will you teach and reinforce them? How does your teaching philosophy inform your strategies in this area of your plan?
- What procedures will you institute for interventions and problem solving? Think of this as a statement you might make to parents or administrators (perhaps in an interview!) about how you will approach little or big problems that arise in the classroom. What guides your choices about these?

5. Reflections: (approx. 2-3 pages)

- This is a very important part of the paper. Reflect on your classroom management plan.
- Consider the following:
  - What are you confident about?
  - What questions or uncertainties do you still have about your plan? What are these based on?
  - What are your next-steps in implementing, thinking about, and updating your plan?

Mechanics:
- 15-18 (or so!) pages double-spaced, one-inch margins, (which includes the additional page for the diagram described in section 3).
- Footnote (APA) references where applicable (in-text citations are also acceptable).
- Please be sure to number the pages of your document.
- For this assignment, a hard copy of the paper is due at our last class on September 19. (This will include all the separate pieces you have drafted ahead of time, now in final form.)
Please email me a copy, as well (don’t worry about emailing the classroom design if it was hand-drawn). Please name the document and the email with your last name first.

As always, if you have questions or concerns, feel free to contact me.

Rubric:

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrates philosophy of teaching throughout the paper</td>
<td>A philosophy of teaching with an integrated stance towards issues of equity is clearly articulated, and provides a foundation from which all classroom management decisions and dilemmas stem.</td>
<td>The philosophy behind decisions in classroom management is introduced early in the paper and integrated throughout each section, providing a rationale for decisions and dilemmas in the plan. Issues of equity are addressed in this section and each of the following sections.</td>
<td>The philosophy is not well established in the paper OR a stance towards equity is not fully developed. Decisions for the management plan do not appear rooted in a well-integrated philosophy.</td>
</tr>
<tr>
<td>Addresses all areas outlined in the assignment description</td>
<td>All elements are seamlessly addressed. Coherence lends to the sum being greater than the total of the parts.</td>
<td>Each area is addressed. The different parts of the assignments are clearly linked and build upon each other, and all important questions are covered.</td>
<td>The paper may be missing essential aspects of the assignment and/or may have avoided covering important questions, or the paper’s arguments are disjointed/seem unrelated.</td>
</tr>
<tr>
<td>Incorporates readings from the course</td>
<td>Multiple sources are incorporated and analyzed with insight. Theoretical references help to illuminate the different sections of the plan.</td>
<td>A variety of sources are incorporated to provide theoretical grounding for ideas.</td>
<td>Very few references are made to course reading material The ideas are not evidently grounded in theory.</td>
</tr>
<tr>
<td>Demonstrates a reflective stance</td>
<td>The plan recognizes dilemmas in classroom management, refers to areas of growth and change, and discusses areas for further development.</td>
<td>Meets the standard and provides some possible next steps and their implications.</td>
<td>Management plan does not seem to recognize the complexities of a classroom of students.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Grammar and usage increases clarity of ideas. The paper has been edited and revised to ensure acceptable quality is submitted. It is the required length.</td>
<td>Ideas lack clarity because of grammar and usage errors. Additional editing and revision is needed to correct mechanical mistakes, the paper does not follow guidelines for length.</td>
<td></td>
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</tbody>
</table>
Creating a Working Space in Your Classroom- Classroom Layout

Choose the grade for which you are planning and fill it in. Then choose your furniture, and lay it out on the grid. It might be easier to print this sheet and then draw your plan on it. Be mindful of the (approximate) size of furniture (measured in feet): Teacher chair = 2 x 2  Student chairs = 1.5 x 1.5 Student desks = 2 x 1.5 Teacher desk = 2.5 x 5  Kidney-shaped table = 4’ x6’ Round tables = 4’ in diameter

Working space layout: Each square represents 1 square foot. There are doors that need to open, so may not be blocked. The windows on the back wall, around the door, start about half way up the wall, so you have room there for what you might want to put there. The other set of windows in the front are high up, above the door, so will not get in the way of whatever you would like to put on the front wall. The rest is up to you! This assignment is due on September 19, 2013, as part of your Final Assignment.

GRADE YOU ARE TEACHING: _______________
In her article, Paula Denton talks about how language can shape learners, specifically by affecting their sense of identity and helping them understand how they work and play, and through influencing our relationship with them.

For this reflection, please focus on an incident (or series of incidents) that you observed or experienced in elementary school (as a child or adult), in which a particular statement or tone of voice, either said by you or someone else, caused more than momentary concern or thought. Was someone’s identity as a learner changed? Or a relationship affected? Topics might focus on something a teacher or student did or said that caused you to be unable to respond, or that elicited a response in you that was not as effective as you wanted it to be. It could be something that happened in or outside of the classroom, an interaction between peers, or an issue of justice or fair play that remained unaddressed.

In writing this up, being clear about the nature of the interaction and the response [or lack thereof] that precipitated your concern. What was the problematic nature of the interaction? Who was involved as a major player, and who was an observer? Was it a matter of courtesy, a challenge to authority, a potential precedent-setting event, etc? What feelings did you have? What did you observe others’ feelings might have been? What role did the teacher play, if any?

Finally, using Denton’s guiding principles for positive language, give a brief description of how the teacher could have guided the situation to a more positive conclusion.

**Objectives:**
To recognize the effect that language can have on students.
To consider alternative responses and strategies for challenging situations.

**Criteria**

**Clarity**
1. Provides a vivid description of the actions of all involved.
2. Includes any background information that would deepen the readers’ understanding.
3. Answers the questions specified above.
4. Uses Denton’s principles for providing alternative responses.

**Mechanics**
- Approximately 750 - 1000 words, double-spaced.
- Please be sure to number the pages of your document.
- The paper is due by email, before class on July 8. Be sure to save it as an attached file/document with your last name first, and with “Interaction Reflection” in the name, as well. (i.e., Rose, Dey, Interaction Reflection)
Where does motivation stem from in the classroom environment? How is it affected by interaction between/among the students and teacher? How much do the teacher’s actions and attitudes affect the students’ reactions and attitudes? What other things can affect it, such as teaching strategies and the classroom space itself?

This reflection is a way for you to briefly summarize your thinking regarding student motivation based on your readings thus far and your observations in your placements. I realize that you have just begun a new placement and will have only been observing for a couple of weeks there, but you can also reflect on observations that you made over the summer, if those seem more salient. In any case, take the time to observe your cooperating teacher and the students in your classroom, and take notes on your observations. Choose one set of questions (below) to stimulate your thinking and on which to focus your responses for this reflection (please address all questions in each set). Think about your observations as they relate to the questions and your readings. Be sure to give your thoughts and analysis on what you are describing. That’s the most important part!

Motivation and Community

1. Are the students in your classroom arriving motivated to learn? How can you tell? Are any of them not? How can you tell? How does classroom management seem to affect motivation, and vice-versa?
2. Is the classroom supportive? Is it a safe place for making mistakes? What makes it that way, or not that way?
3. Are there any other “intelligences” (besides reading/writing/number sense) required for any of the tasks? Are the learning tasks the same for each child, or are there different assignments/tasks for certain students? How does this affect motivation?
4. What about feedback and assessment? Is there peer feedback? Public evaluation and/or assessment? How do these seem to affect motivation?
5. Are there opportunities for peer interaction? What do these look like? How do these affect motivation, as far as you can tell?

Motivation and Rewards

1. What methods have you observed your CT utilize to motivate students in his/her classroom? Describe them, and the results you have seen. How does classroom management seem to affect motivation, and vice-versa?
2. Do students in the class recognize the relationship between effort and outcome? That is to say, what do they see as the result of their work? Does anything happen? Do the learning tasks have intrinsic, utility and/or attainment value (see p. 234, ECM for definitions of these terms)? Do the students recognize it?
3. What are the implications of the physical space for student-student and student-teacher interactions? How might this affect student motivation in your classroom?
4. Is there a variety of learning tasks? Is choice (of academic assignments) ever used as strategy for fostering effort, or as a reward for good behavior? Which? Or both? How has that affected motivation?
5. Are social rewards (B&J’s “gifts without strings”) given? In what ways? Is specific feedback given? Are there special activities promised? Are there tangible, material rewards? How do (any of these present) affect motivation?
Motivation and the Recalcitrant Student

1. Do you see a student who seems to be challenged when it comes to getting motivated? How can you tell? How does classroom management seem to affect motivation, and vice-versa?
2. What are some of the methods your CT uses to support that student? What have the results of these methods been, as far as you can tell?
3. Describe the learning cycle for this student. Is s/he able to do the work expected of him/her? What happens if not – what are the consequences? Has there been any change thus far?
4. How much does it seem that motivation is tied to the ability of the student to perform the task at hand successfully? How can you tell? What other things seem to be connected to the student’s motivation?
5. Are lower expectations being communicated to students with motivational challenges? How is that communicated? What are the expectations of her/him?

Spend some time describing what you observed, explaining how it relates to the readings (please footnote when applicable – footnotes don’t count for length of the paper), and discussing what you learned from your observations. Make sure to differentiate between descriptions of your observations and their interpretations. Please remember - you don’t need to have all the answers – a reflection includes questions that remain.

Objectives:
To develop observational skills (separate from interpretation)
To be able to interpret based on observations
To recognize factors that can help or hinder a student’s motivation
To understand the effect that the learning environment can have on motivation

Criteria
Clarity
- Provides a vivid description of the actions of all involved.
- Includes any background information that would deepen the readers’ understanding.
- Clearly responds to the chosen set of questions.
- Analysis and reflection are differentiated from observations.

Mechanics
- Approximately 1000 -1200 words, double-spaced.
- Specify to which set of questions you are responding.
- Footnote (APA) references where applicable.
- Please be sure to number the pages of your document.
- The paper is due by email, before class on September 5. Be sure to save it as an attached file/document with your last name first, and with “Motivation Reflection” in the name, as well.
During your second and third weeks of this course, you have assignments to be accomplished while you are in your placement.

- Find at least three ways to help students get back on task, both verbal and non-verbal. Try them more than once, on different students. See which seem most successful.
- Walk your students out of class/back to class either for brunch, or P.E. Do this more than once, trying different methods. See which are most successful.
- Pick a method (perhaps one that your CT uses) for getting the attention of the whole class. Once you have everyone’s attention, you are to give directions for a procedure/transition. This could be anything as simple as putting away their pencils and taking out a reading book, or finishing their math and getting ready for brunch, or even something daring, like coming to the carpet by walking as if they were underwater, after putting their work in their folders! Try this more than once, with different methods, and see with which you are most comfortable.

You may be doing these procedures most every day, but the point is to do each of these procedures at least twice, and to pay attention to what happens when you do. Then, go ahead and write up your “procedure reflection,” taking care to answer the questions below.

1. How did you try to get students back on task? Who were the students you tried to help? What were your successes? What continued to be a challenge?
2. How did you get the class’ attention? Did it work for you? Why or why not? What happened?
3. How about the “giving directions” part? What worked? What was a challenge? What might you do differently next time?
4. What was the most successful technique for walking students out? How did your techniques change over time?
5. Did anything surprise you about any of the four tasks (getting students back on task, walking students to or from class, getting the attention of the whole class, giving directions for a transition)? Did any of your students surprise you? What was the most difficult part of these procedures? Why? Were there any specific observable connections between the words you chose, or your body language, and the responses you received?

Objectives:
To practice classroom routines and procedures
To observe students’ reactions to routines and procedures
To recognize the effects that different factors can have on student responses to procedural requests

Criteria

Clarity
1. Provides a vivid description of the actions of all involved.
2. Includes any background information that would deepen the readers’ understanding.
3. Answers the questions specified above.

Mechanics
- Approximately 600 - 800 words, double-spaced.
- Please be sure to number the pages of your document.
- The paper is due by email, before class on July 31. Be sure to save it as an attached file/document with your last name first, and with “Procedural Reflection” in the name, as well.
Assessment and Grading Policy Assignment

This assignment has two parts:
1) A clear policy for assessment and grading that includes a rationale for your choices. This part should be between 750-1,000 words and should reference class readings and other sources.

You are to prepare an assessment and grading policy that reflects your understanding of and perspective on these important aspects of your teaching. In your assessment policy you will clearly show what you will assess and the types of assessment you will utilize. You will also explain why you chose the particular assessment strategies, what you hope to learn from them, and how you will use the results to provide feedback to students and to inform your teaching.

Your policy will:
- include a justification and rationale for what you are valuing and why;
- explain how the goals and activities in your course are reflected;
- show what you intend to “count” toward students’ grades and how it will add up over the length of your course; (When considering “what counts” towards a grade, you should directly address the issues raised by grading in terms of content standards, habits of mind/ways of working, mastery, effort, improvement.)
- how you will handle grading in a fashion that sustains consistent and productive effort for the greatest number of students possible.
- draw on the course readings and class activities, and address issues such as: assessment of and assessment for learning, formal and informal assessments, formative and summative assessments, grading criteria, the use of rubrics, peer and self assessment and the function/methods of feedback.

2) A one page (or less) statement that you will use with your syllabus/letter home, informing your students and their parents about the details of your assessment practices and grading policy in your course. The challenge in this part is to write clearly and concisely so that students and parents can quickly and completely get a sense of how your grading and assessment policy works.

You probably should include a short statement about the rationale behind your grading system, information about what kinds of work get graded and which do not, and an explanation of how final grades will be determined.

Make sure that your policy section matches your statement to students, and make sure that both parts make logical sense. For instance, if you say that you value mastery but there are no chances to revise assignments, is that consistent?

Evaluation Criteria
- A range of assessment strategies is discussed and the reasons for their choices are well-founded.
- The readings and class activities clearly inform the final policy decisions and the main issues are addressed.
- The statement for students and parents clearly matches the statement of policy and rationale.
- Both parts of the assignment are written clearly, succinctly and in a well-structured form. The statement for students and parents is written in an appropriate format and style.
Assessment and Grading Policy Assignment Grading Criteria

The assignment must include:

- ✔ A clear policy for assessment and grading that includes a rationale for your choices
- ✔ A one page statement that you will use with your syllabus/letter home, informing your students and their parents about the assessment practices and grading policy in your course

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Criteria Description</th>
<th>Evidence and Comments</th>
<th>Met the Standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range of assessment strategies discussed in policy</strong></td>
<td>A range of assessment strategies is discussed and the reasons for their choices are well-founded.</td>
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<tr>
<td><strong>Integration of readings and class activities</strong></td>
<td>The readings and class activities clearly inform the final policy decisions and the main issues are addressed.</td>
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<tr>
<td><strong>Alignment of policy with statement to parents and students</strong></td>
<td>The statement for students and parents matches the statement of policy and rationale, giving the readers a clear, concise, and logical overview of how assessment will work in your class.</td>
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<tr>
<td><strong>Writing style</strong></td>
<td>Both parts of the assignment are written clearly, succinctly and in a well-structured form. The statement for students and parents is written in an appropriate format and style. Both parts are proofread carefully.</td>
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Final Comments and Grade:
Guide to Classroom Observations

Classrooms are complex environments. To recognize and to understand how teaching and learning occur in a classroom, we might focus on different aspects and dimensions. Here, you are asked to pay particular attention to the physical environment, features of the learning task, patterns of student activities and interactions, and the role of the teacher. Respond to as many of the specific prompts as you can.

Make sure to differentiate between descriptions of your observations and their interpretations.

A. Physical environment

Sketch the physical layout of the classroom. Note how students are seated. Describe samples of student work around the room, if visible.

What messages are conveyed to the students by the arrangements of the physical space?

What are the implications of the physical space for student-student and student-teacher interactions?

B. The learning task

What are the goals of the lesson? How are they communicated? How will the teacher know whether the goals of the lesson have been attained?

What was the planned flow of the lesson? What is the pace of the lesson?

What are some of the assumptions about students’ prior knowledge?

What kinds of curricular materials/ resources are being used?

C. The students

What knowledge and skills do students need to complete the task?

What are patterns and levels of participation?
What are students’ reactions (cognitive, emotional, social…) to the lesson?

**D. The teacher**

How does the teacher

- introduce the lesson?
- assess students’ knowledge and skills?
- communicate expectations?
- provide formative feedback?
- make transitions?
- interact with students?
- manage student-student interactions?

You might choose to use the following format to record your fieldnotes. As you observe the classroom, write down what you see. As you reflect on your observations notes, add your interpretations, analytic comments, and lingering questions. In your final write-up you might use different fonts or specific headings to distinguish between observations and interpretations.

<table>
<thead>
<tr>
<th>The Learning Task</th>
<th>Observations</th>
<th>Interpretations, Comments &amp; Questions</th>
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<tbody>
<tr>
<td>Goals</td>
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<td>Students</td>
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<td>Levels of participation</td>
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<td>Teacher</td>
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<td>How does the teacher</td>
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Education 246A: SECONDARY TEACHING SEMINAR (PRACTICUM)

Summer Quarter 2013

Credits: 3 units
Time and Location: CERAS 300 and Columbia Middle School, Sunnyvale

Instructors and supervisors:

- Rachel Lotan  rlotan@stanford.edu
- Colin Haysman  chaysman@stanford.edu
- Meghann Tovar  mztovar@stanford.edu
- Polly Diffenbaugh  pdiffenbaugh@stanford.edu
- Ruth Ann Costanzo  rcostanzo@stanford.edu
- Nancy Lobell  nlobell@stanford.edu
- Kristina Dance  kdance@stanford.edu
- Melissa Scheve  mscheve@stanford.edu

This course, the first of a series of four, provides initial preparation and practice in issues and strategies for teaching in classrooms with diverse students. During the Summer Quarter, the major areas of focus include: introduction to STEP, introduction to teaching as a profession and to the California Standards for the Teaching Profession, introduction to clinical placements and student teaching, classroom observations, and establishing professional and collegial relationships with members of the STEP community.

Student Work and Assessment

Field Placement

To complete this section of the course, you must meet all the expectations related to the field placement. Regular attendance and active participation at the Sunnyvale/Stanford Summer School, related planning groups and all seminar meetings are an expectation. You are expected to develop and maintain professional and collegial relationships with the cooperating teachers and your STEP peers. The cooperating teachers will complete an Assessment of Field Placement Experience and Participation for each teacher candidate. You will complete a self-assessment using the Assessment of Field Placement Experience and Participation.
Summer School Journal

For the four weeks of the summer school, at the end of each day, you should briefly reflect on your experiences and maintain a journal of these reflections. This is YOUR journal and may be kept in any form that you like and your reflections should consider anything that captured your interest. For example, you could focus on the behavior and/or learning of an individual or group of students, your cooperating teacher’s curricular and instructional strategies, your thoughts and feelings.

At least once a week, please focus on an observed inequality relating to perceived differences in ability, race, social class, gender, language or any other dimension. You will be discussing and reflecting on some of these entries during the Educating for Equity and Democracy course.

Guided Observations

You will complete one guided classroom observation in your cooperating teacher’s classroom. You will conduct the observation not in the block of time you are teaching but rather in the other block. Guidelines and a framework for the observation are included with this syllabus.

Classroom Observations

For details see Summer School Handbook.

We expect you to fully attend each session. If you must be late or absent, please inform the instructors prior to class, and arrange for a colleague to take notes and pick up any hand-outs.

Please keep the following in mind for all assignments:

- You are expected to complete all assignments carefully, thoughtfully, courageously, and on-time.
- You will receive detailed feedback from the instructor(s) and from your supervisor. If your performance does not fulfill the expected standard, you will be asked to revise and resubmit.
- Make sure you get all the assistance you need from your peers, your supervisors, and from the instructors.

The course will be graded A, B, I (incomplete), or NC (no credit).
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>6/24 - Monday</td>
<td>Orientation to STEP!</td>
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<td>- Welcome to the profession</td>
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<td>- Getting to know you</td>
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<td>- The STEP Curriculum</td>
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<td>- The Quintessence of Teaching</td>
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<tr>
<td>6/25 - Tuesday 9:00-12:00</td>
<td>One STEP at a Time</td>
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<td>- PIAR and PACT</td>
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<td>- Introductions to field placements and the summer school</td>
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<tr>
<td>6/25 - Tuesday 1:00 – 3:30</td>
<td>Technology in support of learning</td>
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<td>- Debrief</td>
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<tr>
<td>6/26 – Wednesday am</td>
<td>Conducting Classroom Observations</td>
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<td>- Observation &amp; interpretation</td>
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<td>- Classrooms as systems</td>
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<td>- The CSTPs</td>
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<td>- Analyzing videos</td>
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<td>- Debrief</td>
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<tr>
<td>6/26 – Wednesday pm</td>
<td>Ways we work in STEP</td>
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<td>Date</td>
<td>Time</td>
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<td>6/27 - Thursday</td>
<td>1:00- 4:30 pm</td>
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<td>7/31 – Wednesday</td>
<td>1:15-2:00</td>
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<td>8/21- Wednesday</td>
<td>3:15-5:15</td>
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</tbody>
</table>
ED 246 B/ Secondary Teaching Seminar  
Pre –Fall/ Fall 2013-2014

Assignment 3:  
School Policies and Resources

Due: September 18, 2013

The goal of this assignment is to provide you with an opportunity to locate and record reliable information about selected policies and resources at your school. To complete this assignment, you might collect information from your cooperating teacher, the faculty handbook, the department chair, a school administrator, and other sources as necessary.

We encourage you to work with colleague(s) to collect the information (if possible). You will submit an individual report of the results of your investigations.

Crucial contacts:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone # and email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
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<td>Admin/ Discipline</td>
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<td>Secretary</td>
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Campus emergencies and security

1. Under what conditions (if any) should you call 911 from your classroom? Where did you find the answer to this question?

2. A student becomes ill during a lesson. It is serious enough that you would not be comfortable sending the student to the office, even with another student.

   Whom do you call? Phone #:  

3. Two students appear involved in a heated argument. It doesn’t seem to be a matter for the Dean or Vice Principal, but it could escalate if not resolved. Where and through whom could you explore conflict resolution strategies?

   Name: Phone #:
4. What is your school or district’s policy on harassment, discrimination, and bullying?

5. What reporting procedures are in place, and how are such procedures made known or visible to students, teachers and school staff?

6. At this school, is there a person who roams the campus and monitors behavior?
   Name:       Phone#

7. Under what conditions will your school have a lock down exercise?
   Conditions:
   Expected teacher role during the drill:

8. Where will you take your class in the event of a fire drill? Provide a sketch of your path and destination.

9. What is your school’s official policy for mandatory reporting?

10. What specific behaviors or risk situations are mentioned in your school’s policy?

11. What are the procedures of mandatory reporting?

12. A student with whom you have established a good relationship seems very upset and asks to speak with you. The student wants you to promise not to tell anyone about the conversation. How do you respond? What do you do immediately and as a follow up?

   **Administrative approvals needed**

13. You have a great idea for a class activity and would like to hold your class in another part of the campus.
   Who will you contact for approval?

14. The activity above requires money you should not have to provide. Where can you go or who would you contact for funds or permission to have a fundraiser?

15. You have a great idea for a presentation or activity that would logically combine several classes and would need to meet in a room larger than your classroom. How do you go about
   - arranging for another room?
   - getting approval for an outside speaker?
   - arranging for students who might have to miss part of another class?

16. You want to take your class to the Library, the computer lab, or other central location. Who do you contact?

   Library:
17. A piece of necessary technology (TV monitor, video player, etc) malfunctions. Whom do you inform in addition to your cooperating teacher?
   Name:       Phone #:

18. Where will you go for curriculum information in addition to your cooperating teacher?

19. What is the name of the person who supports students with special needs in your class?
   Name:       Room #:   Phone #:

20. A number of students in your class have varying levels of oral and written proficiency in English. Where will you go for information and support for these students?
   Name[s]:       Room #:   Phone #:

21. You are curious about a student’s achievement in your subject area in earlier grades. Where do you go to find what you need?
   Person/Title:       Room/Area:   Phone #:

22. You want to call home about a particular student, but are not sure about some things: There might be a language barrier. A call could result in unwarranted punishment by parent[s]. If it is a split family, which parent should you call? If your cooperating teacher does not know the answer to these questions, how will you best prepare yourself for the call or get ideas for other strategies?
   Name/Position       Room/Area:   Phone #:

23. Other

**Miscellaneous**

24. If you were to teach for 5 years on this campus and, in that time, earn another 15 units of credit, what would your salary be?

25. Where is the nearest place for a good cup of coffee/tea?

26. Other
Stanford Teacher Education Program
Graduate School of Education
Stanford University

Education 246B: SECONDARY TEACHING SEMINAR (PRACTICUM)

Pre-Fall /Fall Quarter, 2013

Credits: 5 Units

Times and Locations: Observation, Planning, Teaching, and Debriefing:
Field Placement Site, M-F – am.

Seminar Meetings: Tuesday and Wednesday, CERAS 300
3:15 – 5:15 Whole class meeting
5:30 – 6:30 Meeting with University Supervisor and STEP colleagues in small groups

Instructional Team:
Rachel Lotan rlotan@stanford.edu Colin Haysman chaysman@stanford.edu
Kristina Dance kdance@stanford.edu Meghann Tovar mztovar@stanford.edu

Goal of Practicum Seminar: This seminar is the glue for your experiences in STEP as a whole. Over the course of Pre-Fall/ Fall Quarter, we move from observing and learning about classrooms, schools, and communities to examining the environments and conditions that support or impede healthy adolescent development. We focus on developing our knowledge and skills to recognize, understand, and respond to social and emotional matters of students in our classrooms and how they might impact their learning. What is our role as teachers and how do we go about making actionable decisions when we discover that our students are in challenging or risky situations? What are our professional (including ethical and legal) responsibilities? How can we connect youth and ourselves to available resources on and off campus?

Through the Pre-Fall/ Fall Practicum, we aim to provide you with the opportunity to:
- work towards completing your teaching assignment in a local high school or middle school
- get to know the students in your classroom as well as the context of your school and its community
- learn about topics in adolescent health and development
- make a deliberate connection between your practical experiences in your clinical placement and university coursework.
Candidate Work and Assessment:

You are expected to complete the following requirements for the Pre-Fall/ Fall Quarter Seminar:

Student Teaching and Supervisory:
- Continuous teaching and consistent professional conduct according to the contract and integration plan, including lesson planning, support of individual students, and assessment. Over the course of the year, we look closely at the quarterly assessments from the Cooperating Teacher(s) and the University Supervisor to ensure that these documents demonstrate your increasing understanding of the California Standards for the Teaching Profession (CSTPs) and your growing ability to reflect upon your performance in light of those standards (see Standard 6).
- Writing reflective responses to formal observations by Supervisors (due 48 hours – at the latest, after the observation takes place).
- Completing and/or forwarding all paperwork related to the student teaching assignment in a timely manner. This includes documents such as contracts, induction agreements, and assessments from Cooperating Teacher(s), and University Supervisor.

Seminar Attendance and Participation:
We expect you to attend each session fully. If you must be late or absent, please inform the instructors prior to class, and arrange for a colleague to take notes and pick up any hand-outs. Pay attention to STEP’13 class norms.

You are expected to complete all assignments carefully, thoughtfully, courageously, and on-time. You will receive detailed feedback from the instructor(s) and from your supervisor. If your performance does not fulfill the expected standard, you will be asked to revise and resubmit. Make sure you get all the assistance you need from your peers, your supervisors and instructors.

Assignment 1: New beginnings Due September 4  
Assignment 2: The context of our work Due September 11  
Assignment 3: School policies and resources Due September 18  
Assignment 4: Reciprocal observation of a STEP colleague Due November 6

You are expected to follow the Stanford Honor Code. For a full explanation of the Stanford Honor Code, please go to http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm.

Students with Documented Disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: http://studentaffairs.stanford.edu/oaе).

The course will be graded A, B, I (incomplete), or NC (no credit).
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<th>SESSION</th>
<th>FOCUS</th>
<th>READINGS &amp; ASSIGNMENTS DUE</th>
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</table>
| 8/21 | WELCOME BACK!  
| 8/27 | My CT, my supervisor, and I | Excerpts from *Fires in the Bathroom* |
| 8/28 | Our classroom | Cuban, L. (2001). How can I fix it? “A problem can be solved; a dilemma needs to be managed.” Teachers College Press. |
| 9/3 | Nested contexts: The eco-system of schools and classrooms  
Data systems | [http://www.edsource.org/sys_edsystem.html](http://www.edsource.org/sys_edsystem.html) |
| 9/4 | **Module B**  
Teacher role and responsibilities in supporting students mental and emotional needs | DUE: Assignment 1 - New beginnings  
Conceptual framework |
<table>
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<tr>
<th>SESSION</th>
<th>FOCUS</th>
<th>READINGS &amp; ASSIGNMENTS DUE</th>
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</table>
| 9/11    | At-risk behaviors  
Substance use and abuse | **DUE: Assignment 2 - The context of our work**  
| 9/17    | Topics in mental health | The Science of Mental Illness  
Student Mental Health and Well-being  
Explore the following site:  
| 9/18    | Teen sexual development | **DUE: Assignment 3 - School policies and resources**  
Adolescent Physical Development  
Pascoe, C.J. (2007). Dude, You’re a Fag. UC Press, p.84-114  
| 11/6    | Reciprocal observations conference | **DUE: Assignment 4 - Reciprocal observation record** |
| 12/11   | Preparing the Employment File  
Ruth Ann Costanzo | |
ED 246B: Secondary Teaching Seminar
Pre-Fall/ Fall Quarter 2013

Assignment 1: New Beginnings

**Due: Wednesday, September 4**

Often, the first week of school sets the tone and introduces the framework for the rest of the academic year.

In your clinical placement, take notes on what your teacher **planned** to do and then **did** during these important first couple of weeks of the new academic year.

*Describe:*

- initial greetings and activities
- physical arrangements and messages on the walls
- discussion(s) of expectations and establishment of rules, routines, and procedures
- strategies and activities that develop community
- oral and written communication about learning goals and assignments

*Consider the following:*

- student responses to the above;
- your own response: What struck you as particularly useful? What questions do you have?

Your write-up can be between 750 and 1400 words.
ED 246 B: Secondary Teaching Seminar
Pre-Fall/ Fall 2013-2014

Assignment 2:
The context of our work

Due: Wednesday, September 11th, 2013

Part 1: The school

1. What is the total student enrollment at the school? What proportion of the school’s student population consists of
   a. English language learners?
   b. Special education students?
   c. Students on free or reduced price meals?

2. What are the three major language groups (in addition to English) on campus?

3. How is the school organized academically? (e.g., subject-specific departments, interdisciplinary teams, small learning communities/ houses/ academies, extent of ability groupings/ tracking/ laning, supports of students with special needs, services for English language learners)

Part 2: The classroom and the students

1. Start getting to know your students by collecting data about -
   - overall student engagement and participation
   - students’ learning differences (including GATE and Special Education Needs)
   - students’ ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others
   - consistency in completion of assignments and homework
   - tardies and absences
   - quality of students’ written work.

Part 3: Linguistic profile of the classroom

1. How many students are officially designated “English Learner” (EL) or “Limited English Proficient” (LEP)? How many were previously classified EL or LEP and are now “reclassified Fluent English Proficient (FEP or RFEP)”?
2. What are the countries of origin of students in your class, and what languages do they speak? Can you find out what region of their country of origin they are from and if they speak any languages indigenous to that country? (e.g. Mayan or Mixteco from Mexico, Teochew from China)

3. Regardless of institutional labels (ELL, FEP, etc.), describe what the English learners in your class can and cannot yet do in relation to the language demands of the classroom (e.g., accessing texts, participating actively, demonstrating what they know).
Guidelines for Reciprocal Observations
Fall 2013

The purpose of the Fall Reciprocal Observations is to provide opportunities for STEP teacher candidates to

• become familiar with the teaching context of other STEP teacher candidates within their supervisory group,
• become familiar with the process of collegial observation and feedback,
• enrich their curricular and pedagogical repertoire through collegial interactions.

Supervisory groups will meet to debrief on Wednesday, November 6th from 5-6:30pm.

The Fall Reciprocal Observation is similar to an observation by your supervisor. The difference from a regular observation is that another STEP teacher candidate, not the university supervisor, will meet with you for a pre-observation conference, receive the lesson plan in advance, visit the classroom, take notes, and debrief. As with all of the regular observations by university supervisors, each STEP teacher candidate will write a reflective response to the colleague’s observation commentary.

Procedures for the Fall Reciprocal Observations

1. Your supervisor will assign a reciprocal observation partner from among your supervisory group. In the case of threesomes, each will observe another in the group, so that everyone will be observed by at least one person.

2. A day or two before the scheduled observation, meet to discuss the context (school, department, class, curriculum), the written lesson plan, and what (if anything) would the STEP teacher candidate like the observer to focus on.

3. Carry out the observation.
   • Attend the class.
   • Take notes, using the format of one of the observation notes forms or another format of your own choosing.
   • Fill out an observation summary form or write-up your notes in a format of your choosing and attach the lesson plan and the notes to it.

4. Meet your partner to debrief the lesson shortly after the observation. Based on the discussion and the observation write-up you will write a reflection in the usual way.
5. The observing teacher candidate writes a brief summary report to present to the rest of the group at the debrief.

6. The total discussion time for the Reciprocal Observation Conference will be divided so that each individual reciprocal observation will have about twenty minutes to present.

The following are some suggestions for use of time:

- **5 minutes** for the person who was observed to describe the district, school, department, and class contexts and what he or she was trying to accomplish in the lesson for the day. Bring copies of the written lesson plan for everybody.

- **3 minutes** for the observer to describe her/his interpretation of the lesson.

- **8 minutes** for the group to ask questions and discuss. For this observation, it might be interesting to discuss how context affects the work of the teacher: What is different about teaching in different contexts? Compare the different departments, high schools, and districts. How do they impact the work of a classroom teacher? What kinds of contexts will you be seeking for your first year of teaching?

- **4 minutes** for each group member to write a brief note to the person observed—what you learned from this experience and the discussion, including ideas that you will try to use in your own teaching. These notes will go directly to the person observed at the end of each presentation.

7. At the end of the conference complete the Record of Reciprocal Observation form (see next page) and staple it to the lesson plan, observation commentary and the reflection submitted to you by your colleague. Turn in the package to the Clinical Work mailbox.
Record of Reciprocal Observation

Teacher Candidate/ observed: ___________________________ Date of visit: _______________

Teacher Candidate/ observer: _______________________________________________________

The following documents are included in this package:

- Lesson plan
- Observation commentary
- Reflection
Stanford Teacher Education Program  
School of Education  
Stanford University  

Education 246C: SECONDARY TEACHING SEMINAR (PRACTICUM)  

Winter Quarter, 2012  

Credits: 5 Units  

Times and Locations:  

**Observation, Planning, Co-Teaching, Teaching, and Debriefing:**  
Field Placement Site, M-F, 20 hours/week  

**Seminar Meetings:**  
Wednesdays 3:15-5:15 (See schedule below)  
Wednesdays 5:30 - 6:30 - Meeting with University Supervisor and STEP colleagues in small groups  

Instructors:  
Rachel Lotan  
rlotan@stanford.edu  
Colin Haysman  
chaysman@stanford.edu  
Brad Fogo  
bfogo@stanford.edu  
Meghann Tovar  
mztovar@stanford.edu  


Goal of Seminar:  
As is the case each quarter, the Practicum serves to connect the university-based curriculum with your clinical work in the schools. During this quarter, we will focus on developing your knowledge base, skills, and strategies for designing and using multiple assessment tools in your classroom and navigating state and federal testing policies. You will begin to plan for the PACT Teaching Event and continue to assemble your STEP Graduation Portfolio.  

Thus, in designing the Winter Practicum, we have the following over-arching goals:  
- to expand the repertoire of skills and theories that inform how you design an assessment system to support the learning and achievement of all students in your classroom  
- to make connections between your practical experiences in the classroom where you teach and the content of your courses in STEP  
- to provide regular occasions for your supervisors to meet with you and your colleagues in small group settings.
Candidate Work and Assessment:

You are expected to complete all assignments carefully, thoughtfully, courageously, and on-time. You will receive detailed feedback from the instructors and from your supervisor. If your performance does not fulfill the expected standard, you will be asked to revise and resubmit. Make sure you get all the assistance you need from your peers, your supervisors, and from the instructors.

Student Teaching and Supervisory:

♦ Continuous teaching and consistent professional conduct according to the contract and integration plan, including lesson planning, support of individual students, and assessment. Over the course of the coming year, we will look closely at the quarterly assessments from the Cooperating Teacher(s) and the University Supervisor to ensure that these documents demonstrate your increasing understanding of the California Standards for the Teaching Profession (CSTPs) and your growing ability to reflect upon your teaching in light of those standards (see Standard 6).
♦ Writing reflective responses to formal observations by Supervisors (three per quarter, due one week after the observation takes place).
♦ Completing and/or forwarding all paper work related to the student teaching assignment. This includes documents such as contracts, induction agreements, and assessments from Cooperating Teacher(s), and University Supervisor.

Class Attendance and Participation:

We expect you to fully attend each session. If you must be late or absent, please inform the instructors prior to class, and arrange for a colleague to take notes and pick up any hand-outs.

Assignments

♦ Analysis of Student work Due: Wednesday, February 1st, 2012
♦ PACT Context for Learning DRAFT Due: Wednesday, February 8th, 2012
♦ Assessment and Grading Policy Rough Draft Due: Friday, March 2nd, 2012
          Final Due: Friday, March 16th, 2012

All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm

Students with Disabilities. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site http://studentaffairs.stanford.edu/oae.

The assignments (“PACT - Context for Learning” and “Assessment and Grading Policy”) are graded as meeting the standard (pass) or not meeting the standard (re-do). The course will be graded A, B, C, I (incomplete), or NC (no credit).
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<tr>
<th>Date</th>
<th>Focus of Class Session</th>
<th>Readings and Assignments</th>
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<tr>
<td>Wed. 1/11</td>
<td>Road Map: Winter – Spring Introduction to PACT</td>
<td>Download and read the Teaching Event Handbook and accompanying rubrics for your content area. These documents are available on the PACT website (<a href="http://www.pacctpa.org">www.pacctpa.org</a>) under “Supporting Documents for Candidates.”</td>
</tr>
</tbody>
</table>
| Wed. 1/18| Foundations of assessment                                    | Omrod, Chapter 16, *Assessing Student Learning*  
Stiggins: *Assessment Crisis: The Absence of Assessment FOR Learning* |
| Wed. 1/25| Assessment for learning (Part I) Relationship between learning goals and assessment  
• Formative & summative assessment  
• Formal & informal assessment | Black & William: *Inside the Black Box*  
Black et al.: *Working Inside the Black Box* |
| Wed 2/1  | Assessment for learning (Part II)  
• Sources of information about student learning  
• Principles of effective feedback  
• How assessment informs planning | Brookhart: *Feedback That Fits*  
Reeves, *Elements of Grading*, Introduction, Chapters 1-2  
Analysis and class set student work due |
| 2/8      | Grading and reporting (Part I)                               | Reeves, *Elements of Grading*, Chapters 3-4-5-6  
PACT Context Commentary Draft Due |
| 2/15     | Grading and reporting (Part II)                              | Guskey & Bailey: *Developing Grading and Reporting Systems for Student Learning*, Chapters 4-5-6  
Reeves: *Leadership and Effective Feedback: The Dilemmas of Grading* |
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<td>Wed. 2/22</td>
<td>Performance assessments</td>
<td>Nitko and Brookhard: Chapter 12, <em>Performance and Portfolio Assessments</em></td>
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<td>Wed. 2/29</td>
<td>Using rubrics</td>
<td>Popham: <em>What’s Wrong – and What’s Right – with Rubrics</em></td>
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<td>Wiggins: <em>Summing Up Rubrics</em></td>
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<td><strong>Assessment and Grading Policy Rough Draft Due Friday, 3/2</strong></td>
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<td>Wed 3/7</td>
<td>Standardized testing</td>
<td>Stiggins: “Classroom Perspectives on Standardized Testing”</td>
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<td>• The big picture: Why standardized tests exist, what they tell us and what they don't tell us</td>
<td><a href="http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf">http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf</a></td>
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<td></td>
<td>• State &amp; national accountability systems</td>
<td><strong>Assessment and Grading Policy Comments Returned</strong></td>
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<tr>
<td>Wed. 3/14</td>
<td>Assessment and accountability: Beyond NCLB</td>
<td>McColskey &amp; McMunn: <em>Strategies for Dealing with High-Stakes State Tests</em></td>
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<td>• The role of the classroom teacher in a climate of high stakes testing</td>
<td>Darling Hammond &amp; Adamson, Beyond Basic Skills: <em>The Role of Performance Assessments in Achieving 21st Century Standards of Learning</em></td>
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<td><strong>Assessment and Grading Policy Final Due Friday, 3/16</strong></td>
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Assignment 1: Analyzing Student Work

Purpose of the Assignment: To experience and practice analyzing a classroom assessment.

- Collect results of an assessment used in your class. The assessment has to reflect a clear learning objective or objectives and a way to assess the degree to which the students met the objective(s) (e.g., an exit slip, a journal entry, a pop quiz could be appropriate).
- Bring your class set of student work (or copies of it) to Practicum on Wednesday, January 30th.
- The specific instructions for this assignment are below. Respond briefly to the prompts (taken from PACT) prior to class on January 30th and bring your notes to class. Your responses will form the basis for your discussion with your colleague.

Analyzing and Discussing Student Work

1. Identify the specific standards/objectives measured by the assessment chosen for analysis. How do the evaluative criteria (or rubric) measure student proficiency for these standards/objectives? Evaluative criteria are performance indicators that you use to assess student learning.

2. Create a summary of student learning across the whole class relative to the evaluative criteria (or rubric). Summarize the results in narrative and/or graphic form (e.g., table or chart). It may assist you to sort the work into three stacks – approaching standard, meeting standard, exceeding standard – based on evidence of student learning. Select three students (one from each stack) at least one of which should be an English language learner.

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 above.

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).

5. Based on the student performance on this assessment, describe the next steps for instruction for your students. If different, describe any individualized next steps for the two students whose individual learning you analyzed. These next steps may include a specific instructional activity or other forms of re-teaching to support or extend continued learning of objectives, standards and/or central focus for the learning segment. In your description, be sure to explain how these next steps follow from your analysis of the student performances.
Education 246D: SECONDARY TEACHING SEMINAR (PRACTICUM)

Spring Quarter, 2012

Credits: 2-4 Units

Times and Locations:

Observation, Planning, Teaching, and Debriefing:
Field Placement Site, M-F, 20 hours/ week

Seminar Meetings:  Wednesday, CERAS 300
3:15 - 5:15  Whole class meeting
5:30 – 6:30  Meeting with University Supervisor and STEP colleagues in small groups

Instructors:  Rachel Lotan  Colin Haysman  Brad Fogo  Meghann Tovar

Teaching Event Advisors:

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<th>History</th>
<th>Science</th>
<th>Math</th>
<th>World Languages</th>
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<tr>
<td>Meghann Tovar</td>
<td>Derisa Grant</td>
<td>Brian Donovan</td>
<td>Erin Baldinger</td>
<td>Nicole Elenz-Martin</td>
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<td><a href="mailto:Nicole.eenzmartin@gmail.com">Nicole.eenzmartin@gmail.com</a></td>
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<td>Polly Diffenbaugh</td>
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ED246E: Elementary Teaching Seminar (Practicum)

“Exploring Teaching”

Summer & Pre-Fall 2013

Ira Lit, Ph.D.
CERAS 327, 725-2221
iralit@stanford.edu
office hours by appointment or just drop in

Course Description
The STEP Teaching Seminar sits at the nexus of the clinical and academic elements of the teacher preparation program. Pragmatically, the Teaching Seminar serves as the official Stanford University course for three elements of the STEP Elementary curriculum: (1) the student teaching experience, (2) the supervisory program, and (3) the ‘Seminar’ sessions.

The Seminar Sessions
In the summer/pre-fall course, our focus will be on Exploring the Teaching Profession, and we will address several big questions: Why teach? What is (good) teaching? What makes teaching so complex? and Who do we serve and how?

In addition to these core themes and questions, we will devote class time to each of the following:

• deliberations about the connections between educational scholarship and clinical practice
• exploration of essential curricular areas for multiple subject teachers, such as health and physical education
• opportunities to support candidates as you navigate your journey into the teaching profession.

Weekly readings, discussions, and activities will be orchestrated in conjunction with field experiences in local public schools. The elements of the Teaching Seminar serve as the glue for your experiences in STEP as a whole, and a bridge between scholarship and clinical practice. Through these experiences we will work to develop both conceptual and practical knowledge in service of your preparation as a member of the teaching profession and as an educational leader.

☑ All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm

☑ Students with Disabilities. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site http://studentaffairs.stanford.edu/oae.
COURSE REQUIREMENTS

1. Student Teaching & Supervisory
To complete this section of the course, you must meet all of the expectations related to the field placement, including regular attendance and active participation at the STEP/Sunnyvale Summer School, related planning and supervisor meetings, and all seminar meetings. You are expected to develop and maintain professional and collegial relationships with the cooperating teachers, STEP staff and faculty, and your STEP peers. Professional standards for the teaching profession are articulated in the Quarterly Assessment document (standard 6).

Beginning some time in August, your Supervisor will work with you to design and support your growth and development in your Fall student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, in particular).

2. Summer School Journal
During the four weeks of the summer school, you should maintain a journal that includes your observation notes, questions, and reflections on your experiences. This is YOUR journal and may be kept in any form that you like. Your notes and reflections may consider anything that captures your interest. For example, you could focus on the behavior and/or learning of an individual or group of students, your cooperating teacher’s curricular and instructional strategies, your thoughts and feelings.

2A. Summer School Journal – Entries for Equity & Democracy course (E&D)
** At least once a week, please focus some attention in your journal on a felt inequality relating to perceived differences in ability, race, social class, gender, language, or any other dimension. You will be discussing and reflecting on some of these entries during the Educating for Equity and Democracy course in the last two weeks of the summer quarter.

3. Active Seminar Participation
Come to class each week prepared to contribute actively to our course sessions.

SEMINAR ASSIGNMENTS

SUMMER
A. Summer School Guided Observations

PRE-FALL
B. Heath & Physical Education Programs at your school/district
C. Risk Reporting, Harassment, Discrimination & Bullying Policies at your school/district
D. Exploring Teaching: Final Project

ASSESSMENT CRITERIA

To receive full credit for course participation, meet all of the following expectations:
• Attendance, promptness, preparation, participation, and professionalism.

To receive full credit on a given assignment, meet all of the following expectations:
• Prompt – Turn your work in on time.
• Complete – Fulfill all stated expectations of an assignment.
• Thoughtful – Take the time and reflection to prepare something of interesting.
• Careful – Proof read your work. Rules of grammar, spelling, punctuation, proper citation (APA formatting), etc. should be followed.

Rewrites will be accepted up to 1 week after assignments have been returned.
**Readings**

**Books**

**STEP Orientation**

**Week 1 Readings** (on course site)

**Reader: Exploring Teaching**
Berger, R. “What is a Culture of Quality?” In *A culture of quality,* pp. 7-51.
Cuban, L. (2001). "How can I fix it?"

**Additional Resources**
Elementary Teaching Seminar

Assignment A: Summer School Guided Observations

Each week during summer school you should conduct one guided observation as described below. The purpose of these guided observations is two-fold:

(a) to help you uncover some of the richness and complexity of the work of teachers and the experience of schooling for your students, and
(b) to help you build your observational skills.

These observation tasks should take no more than 20-30 minutes. Take notes in your Summer School Journal. We may refer to your notes in Seminar or the summer Supervisory sessions, but you do not need to submit your notes in class.

Week1: Building classroom community
Describe some of the ways your CT works to build community and set norms. You might attend to activities, language, personal interactions, notes and signs, invitations to participate, and more. Your thoughts, questions, and reactions are also relevant but be sure to separate them from your observation notes.

Week2: Sketch your classroom
Draw a map of the classroom. Be sure to note resources and materials. You might also highlight the types of activities and opportunities that take place in different spaces, when they are used, by whom, etc.

Week3: Health, nutrition, recess and physical education
Spend some time observing in the domain of health and physical education based on a focus question of your own choosing. We will discuss your observations in class this week. Here are some sample questions that might shape your inquiry:

- Environment: What materials and resources are available to students (these might include equipment, space, time, people)?
- Students/Activity: What types of activity are the students engaged in? Be sure to note details of who is involved, in what ways, what seem to be the rules and expectations? who sets them? who has access to which resources, etc.
- Adults: What roles are the grown ups playing in the environment? How are they shaping, supporting, impeding the work of the students?

Week4: Focal child across settings
This week, spend some time taking notes on one child of interest across multiple settings. Spend 5 minutes observing the student in different venues and activities (e.g. whole group setting, transition time (eg. lining up for recess), independent work time, recess, brunch, entry or exit to school, etc.). Reflect on what looking across venues adds to your understanding of this particular student.
Elementary Teaching Seminar

Assignment B: Health and Physical Education Programs at your School/District

PART 1
Please prepare a brief summary of the programs, resources, opportunities, etc. provided by your school and district related to student health and physical education (1-3 pages).

These might include structured PE programs, curriculum materials, school or district program schedules, other school or district resources, after school programs, lunch initiatives, etc.

Good sources for finding this information are your CT, school principal, PE teachers, school and district web sites, etc.

You may collaborate with your peers at a school site and prepare one joint report.

PART 2
Prepare a short description of one promising activity offered to the students in your classroom related to health and/or physical education. We will compile our ideas into a small resource guide on the course wiki. Be sure to include any information necessary for someone else to understand and implement the activity you describe.

Each candidate should submit one promising activity.

SUBMISSION:
Please POST both parts of this assignment to the course wiki. You should find a placeholder for your work clearly labeled on the Elementary Seminar page.
Elementary Teaching Seminar

Assignment C: Risk Reporting at School Site

This assignment has four parts. One double-spaced, type written page per section should suffice. A clear and well-organized summary, using bullet points, etc., would be acceptable.

You may collaborate with your peers at a school site and prepare one joint report.

PART A: MANDATORY REPORTING
Every school site has formal procedures for the mandatory reporting of youth risk behaviors (e.g., substance abuse) and situations suspected of threatening youth (e.g., child abuse).

• What is your school’s official policy for mandatory reporting?
• What specific behaviors or risk situations are mentioned in your school’s policy?
• What are the procedures of mandatory reporting?

PART B: HARASSMENT, DISCRIMINATION & BULLYING

• What is your school or district’s policy on harassment, discrimination, and bullying?
• What groups are protected by this policy?
• What curriculum does your school or district use in regards to these issues?
• What reporting procedures are in place, and are such procedures made known or visible to students?
• Does your school’s policy align with (or transcend) California state’s policy?

PART C: TEACHERS’ VIEWS
Ask your CT about the policies you described in Parts A&B. According to these teachers, in what ways do policies align with current practices, and in what ways are there discrepancies between policy and practice?

PART D: REFLECTION
What have you learned that's important in this process? What questions have emerged for you as a result of what you discovered?

SUBMISSION:
Please this assignment to the course wiki. You should find a placeholder for your work clearly labeled on the Elementary Seminar page.
Elementary Teaching Seminar
Final Assignment: Exploring Teaching

Teaching is a practice-based profession, one that ideally is informed by both a deep knowledge base and an intellectual framework. During the Summer and Pre-fall sessions of the Elementary Teaching Seminar we have focused our attention on developing the intellectual and philosophical framework upon which your classroom teaching will be informed, sustained, and developed.

Your task is to prepare a piece of work that expresses where you are in your thinking about the profession of teaching, your attraction to the field, and your vision and aspirations for your work as an educator.

To the degree that you find them useful, consider the course's guiding questions to help focus your work:

Why teach? What is (good) teaching? Why is teaching so complex?

Drawing upon resources (appropriately cited) from the course might also prove useful but is not required.

The format of this assignment is flexible. Please select and appropriately utilize a genre of expression that will be authentic and relevant to your work as an educator.

Teachers don't typically compose 5-10 page essays for professors, but teacher leaders have many forums in which to express their views and influence the world around them. Here are just a few possible examples:

- Pen an essay that could be published in Newsweek or your college's alumni magazine (see Swope, 2004; Swanson, 2010; and Flosi, 2008).
- Draft of a cover letter or a statement of your teaching philosophy to a potential employer, focused on the issues and topics listed above.
- Put together a teaching statement designed for your teaching blog or classroom website (the following e-portfolio serves as a nice example of the genre: http://www.cfkeep.org/html/stitch.php?s=77561976460332&id=94286895165487)

The length of your work should be commensurate with the genre you select. (500-1000 words is probably a good guide for the projects listed above.)
Elementary Teaching Seminar
Final Assignment: Exploring Teaching

CRITERIA FOR ASSESSMENT

Is your work:

• **Fitting** - What genre are you writing for? Is your work appropriate to this venue? Consider the genre at hand, likely audience, etc. How might a potential publisher, employer, group of parents, policy maker, or professional peer react to your work?

• **Compelling** – Take the time to reflect and prepare something interesting to share with your intended audience. Does your work inform us about you as an educator and/or your thinking about the profession in a way that is edifying and engaging?

• **Careful** – Proof read your work. Rules of grammar, spelling, punctuation, proper citation (APA formatting), etc. are important. If you haven’t revised your work at least three times in its development it is unlikely to be ready for submission. I would urge you to read the work aloud or better yet to have a peer read it aloud to ensure that your meaning, purpose, structure, and formatting are all evident and clear.

• **Prompt** – Turn your work in on time.

Final notes:
I hope you will find this assignment a useful way to consider and share your current thinking about your chosen profession. Additionally, this project is intended to provide an opportunity for you to explore an authentic genre for expression relevant to your work as elementary educators.

I am happy to provide feedback on drafts submitted at least a week prior to the due date.
Course Description

This course, the FOURTH of a series of four, provides an opportunity for STEP teacher candidates to focus on completing their independent student teaching in their content area at a local high school or middle school; on completing and exhibiting their teaching and credentialing portfolio. By this time of year and with the guidance of a cooperating teacher and a university supervisor, teacher candidates need to manage a classroom purposefully and teach independently (or as the lead teacher in a team) on a consistent basis, much as they will when they become teachers of record.

Our weekly class meetings will be devoted in part to scaffolding the PACT Teaching Event, a summative performance assessment of the candidate’s ability to plan and implement a significant segment of teaching, to develop appropriate assessment tools to gauge their students’ growth and development in the subject area, and to reflect on the process.

One of the purposes of practicum seminar meetings is to provide regular occasions for supervisors to meet with their assigned teacher candidates in a small group setting. At least an hour will be devoted to reflective small group meetings facilitated by each supervisor. The agenda for these small group meetings will be generated by the group, based on their interests and needs.

Graduation Portfolio

You will assemble materials for a Graduation Portfolio of work completed in courses throughout the STEP year. There are three parts to this portfolio: 1) the PACT/Teaching Event, 2) the Curriculum Unit, and 3) the Document Folder. Each of these is to be submitted on individual CDs or on a DVD. The PACT/Teaching Event and the STEP Exhibition are described in detail on separate documentation, as is the Curriculum Unit.

The Document Folder CD will contain the following:

- Your resume
- Literacies project
- Adolescent Case Study
- Classroom Management and Leadership Plan
- Language Policies and Practices sample project
- Teaching and Learning in Heterogeneous Classrooms final project
- Assessment and Grading Policy
- Special needs case
Reflections on your supervisor’s observations’

Summary analysis and reflection to include:

➢ A statement of your philosophy of education
➢ How the artifacts in your graduation portfolio reflect your attention to the California Standards for the Teaching Profession
➢ How your practice is developing in each of the six areas of these standards
➢ Your greatest strengths and your goals for further professional development.

Any other documents of your choice

Important Dates and Details

<table>
<thead>
<tr>
<th>Event</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Draft of PACT/Teaching Event is due to TEAs on Monday</td>
<td>Monday, April 30th</td>
</tr>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>PACT/ Teaching Event is due by 3:00 pm on Monday, May 7th</td>
<td>2012</td>
</tr>
<tr>
<td>The complete Graduation Portfolio is due by 3:00 pm on June 6th</td>
<td>2012</td>
</tr>
</tbody>
</table>

May and June are non-negotiable dates. Late submissions will result in the deduction of a full letter grade.

STEP Exhibitions are to be scheduled between May - June, 2012.

The STEP Conference
The conference will be held on Friday, June 15th, 2012, beginning at 8:30am and ending at around 5:30pm. Attendance and participation for the entirety of this event is compulsory. Further details on this event will be provided on separate documentation.

Student Work and Assessment

1) Field Placement – In order to complete this section of the course, teacher candidates must meet all the expectations related to the field placement.
Continuous teaching and consistent professional conduct according to the contract and integration plan, including lesson planning, support of individual students, and assessment. Over the course of the year, we look closely at the quarterly assessments from the Cooperating Teacher(s) and the University Supervisor to ensure that these documents demonstrate your increasing understanding of the California Standards for the Teaching Profession (CSTPs) and your growing ability to reflect upon your teaching in light of those standards (see Standard 6).

Completing and/or forwarding all paper work related to the teaching assignment. This includes documents such as contracts, agreements, and advancement to independent student teaching, as well as assessments from cooperating teachers, and university supervisors.

Writing reflective responses to formal observations by supervisors (three per quarter). These all will be included in the Document Portfolio. (See above.)

Teacher Candidates will receive incomplete grades pending receipt from cooperating teachers, and university supervisors of all formal evaluation materials due during the quarter.

2) **STEP Conference** - Attendance throughout the day and at least one oral presentation

3) **Reciprocal Observation**

4) **STEP Exhibition**

5) **Graduation Portfolio** (see requirements above)

**Grading**

This course will be graded on a letter grade system of A, B, I (incomplete), or NC (no credit) according to the following criteria:

*Professionalism:*

Candidate demonstrates evidence of satisfactory growth on CSTPs as reflected in quarterly assessments completed by the CT and supervisor; completes all reflections thoroughly and in a timely manner, and revises if necessary; attends all practicum classes, supervisory sessions, and teaching placement days on time; communicates in advance to STEP, CT and supervisor when absent or tardy.

*Meeting deadlines:*
Candidate completes and forwards all paperwork related to the student teaching placement on or before the deadline; submits drafts of PACT/TE in a timely manner.

*Application of course content:*

Candidate fully meets evaluation criteria for the STEP Exhibition and the STEP Graduation Portfolio.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
</table>
| 4/4   | Welcome to Spring Quarter! Roadmap Academic Language                  | **Due:** PACT: Context of Teaching Task  
Note: Bring Teaching Event Handbook, Rubrics (see www.pacttpa.org), and on-going work to each class. |
| 4/11  | Reciprocal Observations Conferences                                  | **Due:** PACT/TE: Planning Task  
**Due:** Observation write-up and reflection from Reciprocal Observations |
| 4/18  | Differentiation                                                      | **Due:** PACT/TE: Instruction Task                                    |
| 4/25  | Differentiation                                                      | **Due:** PACT/TE: Assessment Task and Reflection Task                  |
| 5/2   | History of Educational Reform                                        | **Due:** PACT/TE Complete TE draft to TEAs **on Monday, April 30th**   |
| 5/9   | Teaching and Learning: Complimentary Theories and Practices Conference Proposal Planning | **Due:** PACT/TE submitted **by 3:00 pm on Monday, May 7th**          |
| 5/16  | Credential Information The Nested Context                            |                                                                      |
| 5/23  | Teaching, the Long Haul                                              | **Due:** Conference Proposal                                          |
| 5/30  | From Pre-service to In-Service                                       | **Due:** Summary reflections email to Colin, Brad and Meghann         |
| 6/6   | The STEP Year: A Retrospective                                       | **Due:** GRADUATION PORTFOLIOS AT 3:00 PM.                            |
| 6/15  |                                                                      |                                                                      |
| 6/17  |                                                                      |                                                                      |
Guidelines for Reciprocal Observations
Spring 2013

The purpose of the Spring Reciprocal Observations is to provide opportunities for STEP teacher candidates to:

- become more familiar with the teaching context (content area, classes, department, school) of other STEP teacher candidates,
- become familiar with the process of collegial observation and feedback,
- enrich their curricular and pedagogical repertoire through collegial interactions.

Each university supervisor will be assigned to a group of reciprocal observation partners (two or three pairs). These groups will meet to debrief on April 10th from 3:15-5:15pm.

The Spring Reciprocal Observation is similar to an observation by your supervisor. The difference from a regular observation is that another STEP teacher candidate, not the university supervisor, will meet with you for a pre-observation conference, receive the lesson plan in advance, visit the classroom, take notes, and debrief. As with all of the regular observations by university supervisors, each STEP teacher candidate will write a reflective response to the colleague’s observation commentary.

Procedures for the Spring Reciprocal Observations

1. You will be assigned a reciprocal observation partner from among STEP teacher candidates in a different school and content area. A supervisor will be assigned to each group of two pairs.

2. A day or two before the scheduled observation, meet to discuss the context (school, department, class, curriculum), the written lesson plan, and what (if anything) you would like the observer to focus on.

3. Observer: Carry out the observation.
   - Attend the class.
   - Take notes, using the format of one of the observation notes forms or another format of your own choosing.
   - Fill out an observation summary form or write-up your notes in a format of your choosing and attach the lesson plan and the notes to it.

4. Meet shortly after the observation to discuss the lesson, the summary form, and make a plan for the presentation to the rest of the group at the debriefing. Based on the discussion and the observation write-up you will write a reflection in the usual way.

5. The total discussion time for the Reciprocal Observation Conference will be divided so that each individual reciprocal observation will have about twenty minutes to present.
The following are some suggestions for use of time:

- **5 minutes** for the person who was observed to describe the district, school, department, and class contexts and what he or she was trying to accomplish in the lesson for the day. Bring copies of the written lesson for everybody.

- **3 minutes** for the observer to describe what happened.

- **8 minutes** for the group to ask questions and discuss. For this observation, it might be interesting to discuss how context affects the work of the teacher: What is different about teaching mathematics, science, English, foreign language, history/social science? Compare the different departments, high schools, and districts. How do they impact the work of a classroom teacher? What kinds of contexts will you be seeking for your first year of teaching?

- **4 minutes** for each group member to write a note to the person observed—what you learned from this experience and the discussion, including ideas that you will try to use in your own teaching. These notes will go directly to the person observed at the end of each presentation.

6. At the end of the conference complete the Record of Reciprocal Observation form (see next page) and staple it to the lesson plan, observation commentary and the reflection submitted to you by your colleague. Turn in the package to Clinical Work mailbox.
Record of Reciprocal Observation

Teacher Candidate/ observed: ___________________________ Date of visit: ________________

Teacher Candidate/ observer: ____________________________

The following documents are included in this package:

- Lesson plan
- Observation commentary
- Reflection
COURSE REQUIREMENTS

1. Student Teaching & Supervisory
To complete this section of the course, you must meet all of the expectations related to the field placement, including regular attendance and active participation at the STEP/Sunnyvale Summer School, related planning and supervisor meetings, and all seminar meetings. You are expected to develop and maintain professional and collegial relationships with the cooperating teachers, STEP staff and faculty, and your STEP peers. Professional standards for the teaching profession are articulated in the Quarterly Assessment document (standard 6).

Beginning some time in August, your Supervisor will work with you to design and support your growth and development in your Fall student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, in particular).

2. Summer School Journal
During the four weeks of the summer school, you should maintain a journal that includes your observation notes, questions, and reflections on your experiences. This is YOUR journal and may be kept in any form that you like. Your notes and reflections may consider anything that captures your interest. For example, you could focus on the behavior and/or learning of an individual or group of students, your cooperating teacher’s curricular and instructional strategies, your thoughts and feelings.

2A. Summer School Journal – Entries for Equity & Democracy course (E&D)
** At least once a week, please focus some attention in your journal on a felt inequality relating to perceived differences in ability, race, social class, gender, language, or any other dimension. You will be discussing and reflecting on some of these entries during the Educating for Equity and Democracy course in the last two weeks of the summer quarter.

3. Active Seminar Participation
Come to class each week prepared to contribute actively to our course sessions.

SEMINAR ASSIGNMENTS

SUMMER
A. Summer School Guided Observations

PRE-FALL
B. Heath & Physical Education Programs at your school/district
C. Risk Reporting, Harassment, Discrimination & Bullying Policies at your school/district
D. Exploring Teaching: Final Project

ASSESSMENT CRITERIA

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**Books**

**STEP Orientation**


**Week 1 Readings** (on course site)


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Berger, R. “What is a Culture of Quality?” In *A culture of quality,* pp. 7-51.


Cuban, L. (2001). "How can I fix it?"


**Additional Resources**


Elementary Teaching Seminar

Assignment A: Summer School Guided Observations

Each week during summer school you should conduct one guided observation as described below. The purpose of these guided observations is two-fold:

(a) to help you uncover some of the richness and complexity of the work of teachers and the experience of schooling for your students, and
(b) to help you build your observational skills.

These observation tasks should take no more than 20-30 minutes. Take notes in your Summer School Journal. We may refer to your notes in Seminar or the summer Supervisory sessions, but you do not need to submit your notes in class.

Week 1: Building classroom community
Describe some of the ways your CT works to build community and set norms. You might attend to activities, language, personal interactions, notes and signs, invitations to participate, and more. Your thoughts, questions, and reactions are also relevant but be sure to separate them from your observation notes.

Week 2: Sketch your classroom
Draw a map of the classroom. Be sure to note resources and materials. You might also highlight the types of activities and opportunities that take place in different spaces, when they are used, by whom, etc.

Week 3: Health, nutrition, recess and physical education
Spend some time observing in the domain of health and physical education based on a focus question of your own choosing. We will discuss your observations in class this week. Here are some sample questions that might shape your inquiry:

• Environment: What materials and resources are available to students (these might include equipment, space, time, people)?
• Students/Activity: What types of activity are the students engaged in? Be sure to note details of who is involved, in what ways, what seem to be the rules and expectations? who sets them? who has access to which resources, etc.
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Week 4: Focal child across settings
This week, spend some time taking notes on one child of interest across multiple settings. Spend 5 minutes observing the student in different venues and activities (e.g. whole group setting, transition time (e.g. lining up for recess), independent work time, recess, lunch, entry or exit to school, etc.). Reflect on what looking across venues adds to your understanding of this particular student.
Assignment B: Health and Physical Education Programs at your School/District

PART 1
Please prepare a brief summary of the programs, resources, opportunities, etc. provided by your school and district related to student health and physical education (1-3 pages).

These might include structured PE programs, curriculum materials, school or district program schedules, other school or district resources, after school programs, lunch initiatives, etc.

Good sources for finding this information are your CT, school principal, PE teachers, school and district web sites, etc.

You may collaborate with your peers at a school site and prepare one joint report.

PART 2
Prepare a short description of one promising activity offered to the students in your classroom related to health and/or physical education. We will compile our ideas into a small resource guide on the course wiki. Be sure to include any information necessary for someone else to understand and implement the activity you describe.

Each candidate should submit one promising activity.

SUBMISSION:
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Elementary Teaching Seminar

Assignment C: Risk Reporting at School Site

This assignment has four parts. One double-spaced, type written page per section should suffice. A clear and well-organized summary, using bullet points, etc., would be acceptable.

You may collaborate with your peers at a school site and prepare one joint report.

PART A: MANDATORY REPORTING
Every school site has formal procedures for the mandatory reporting of youth risk behaviors (e.g., substance abuse) and situations suspected of threatening youth (e.g., child abuse).

• What is your school’s official policy for mandatory reporting?
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PART B: HARASSMENT, DISCRIMINATION & BULLYING

• What is your school or district’s policy on harassment, discrimination, and bullying?
• What groups are protected by this policy?
• What curriculum does your school or district use in regards to these issues?
• What reporting procedures are in place, and are such procedures made known or visible to students?
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PART C: TEACHERS’ VIEWS
Ask your CT about the policies you described in Parts A&B. According to these teachers, in what ways do policies align with current practices, and in what ways are there discrepancies between policy and practice?

PART D: REFLECTION
What have you learned that's important in this process? What questions have emerged for you as a result of what you discovered?

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Elementary Teaching Seminar
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Your task is to prepare a piece of work that expresses where you are in your thinking about the profession of teaching, your attraction to the field, and your vision and aspirations for your work as an educator.

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Why teach? What is (good) teaching? Why is teaching so complex?

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The format of this assignment is flexible. Please select and appropriately utilize a genre of expression that will be authentic and relevant to your work as an educator.

Teachers don't typically compose 5-10 page essays for professors, but teacher leaders have many forums in which to express their views and influence the world around them. Here are just a few possible examples:

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The length of your work should be commensurate with the genre you select. (500-1000 words is probably a good guide for the projects listed above.)
Elementary Teaching Seminar
Final Assignment: Exploring Teaching

CRITERIA FOR ASSESSMENT

Is your work:

• Fitting - What genre are you writing for? Is your work appropriate to this venue? Consider the genre at hand, likely audience, etc. How might a potential publisher, employer, group of parents, policy maker, or professional peer react to your work?

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• Prompt – Turn your work in on time.

Final notes:

I hope you will find this assignment a useful way to consider and share your current thinking about your chosen profession. Additionally, this project is intended to provide an opportunity for you to explore an authentic genre for expression relevant to your work as elementary educators.

I am happy to provide feedback on drafts submitted at least a week prior to the due date.
THE PE LESSON PLAN ESSENTIALS

A. P-I-A-R
- Goals
- Assessments
- Activity plans

B. GOALS for PE: partial list
   + participation, skill development, expression
   + health
   + community building
   + enjoyment of school
   + multiple avenues for success in school
* always begin instructional planning with goal setting

C. SETTING
- Materials
- Time (more? less?)
- Context (space, equipment, culture)

D. FRAME
- need to develop parameters / expectations / community / practice around this dimension of teaching
- might include: participation, sportsmanship, fun, boundaries, etc.
- think about how you see this happening (or not happening) at the summer school site...

E. VARIATIONS
- Differentiation (open-ended planning)
  • for different skill levels, types of learners, etc.
  • for lang. learners? for various special needs?
- Extensions
  • for youngers? - for olders?
  • more complex
  • if you need to step it back
ED246F: Elementary Teaching Seminar (Practicum)

Fall 2013

Instructors:  Erika Moore Johnson  Soyoun Park
  emjohnson@stanford.edu  soyoungp@stanford.edu

Course Description
The STEP Teaching Seminar sits at the nexus of the clinical and academic elements of the teacher preparation program. Pragmatically, the Teaching Seminar serves as the official Stanford University course for three elements of the STEP Elementary curriculum: (1) the student teaching experience, (2) the supervisory program, and (3) the 'Seminar' sessions.

In the Fall Quarter, we will focus our attention on TEACHING for LEARNING, exploring the topics of curriculum, planning, and assessment. We will explore strategies for developing effective curricula, we will learn to analyze curricula, and to observe classrooms in light of theoretical principles and practical strategies.

In addition to these core themes and questions, we will devote class time to each of the following:
  • deliberations about the connections between educational theory and clinical practice
  • exploration of essential curricular areas for multiple subject teachers, such as health and physical education
  • opportunities to support candidates as you navigate your journey into the teaching profession.

Weekly readings, discussions, and activities will be orchestrated in conjunction with field experiences in local public schools. The elements of the Teaching Seminar serve as the glue for your experiences in STEP as a whole, and a bridge between educational theory and clinical practice. Through these experiences we will work to develop both conceptual and practical knowledge in service of your preparation as a member of the teaching profession and as an educational leader. A key overarching objective of the course is to help candidates begin to develop a critical stance toward the field of education and the purposes and forms of schooling and teaching in particular.

☑ All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide.  
  http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm

☑ Students with Disabilities. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site http://studentaffairs.stanford.edu/oaе.
Readings for the Fall Seminar

Books


Readings


Additional readings may be assigned with advanced notice

Additional Resources

Common Core State Standards: http://www.cde.ca.gov/re/cc/

**COURSE REQUIREMENTS**

1. **Student Teaching & Supervisory**

To complete this section of the course, you must meet all the expectations related to the field placement, including regular attendance and active participation at placement school, related planning and supervisor meetings, and all seminar meetings. You are expected to develop and maintain professional and collegial relationships with the cooperating teachers, STEP staff and faculty, and your STEP peers.

Your Supervisor will work with you to design and support your growth and development in your Fall student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, in particular).

You are expected to complete the following requirements for the Practicum (student teaching) assignment:

- Daily student teaching and consistent professional conduct according to the placement contract and integration plan. The quarterly assessments from the Cooperating Teacher(s) and the University Supervisor will reflect your progress: your increasing understanding of the California Standards for the Teaching Profession, your capacity to enact them in practice in your school placement, and your ability to reflect upon and improve your teaching in light of those standards.

- Writing reflective responses to formal observations by Supervisors (three per quarter, due one week after the observation takes place).

- Completing and/or forwarding all paper work related to the student teaching assignment. This includes documents such as contracts, induction agreements, lesson plans, and assessments from Cooperating Teacher(s), and University Supervisor.

The following documents will be reviewed for evidence of your development in your clinical practice:

- Supervisor’s Quarterly Assessment
- Cooperating Teacher’s Quarterly Assessment
- All documents associated with each observation cycle, including your lesson plans and written reflections.

2. **Active Seminar Participation**

Come to class each week prepared to contribute actively to our course sessions.

3. **Year-Round Planning Project**

See details below.

**ASSESSMENT CRITERIA**

To receive full credit for course participation, meet all of the following expectations:

- Attendance, promptness, preparation, participation, and professionalism.

To receive full credit on a given assignment, meet all of the following expectations:

- Prompt – Turn your work in on time.
- Complete – Fulfill all stated expectations of an assignment.
- Thoughtful – Take the time and reflection to prepare something interesting.
- Careful – Proofread your work. Rules of grammar, spelling, punctuation, proper citation (APA formatting), etc. should be followed.

**Final Assignment: Year-Round Planning Project**
GOAL: At the end of the quarter you should have a blueprint for thinking about your classroom curriculum/program for the year in select content areas. This blueprint WILL NOT be sufficient to guide your daily instruction/practice next year, but it should serve as a useful starting point for developing your classroom program, and it can serve as a reminder of the big questions and big ideas you should bear in mind as you plan with and for your students.

Context: To make this project successful, you will need to have a particular school context in mind: who are the students you are planning for? grade level? language demands? other important characteristics you want to keep in mind? Of course, you will need to modify these plans to meet the particular strengths, interests, and needs of the specific students you’ll be working with next year. Having some concrete ideas about the context in which you might work will help in this exercise.

STEP 1: Big Ideas
What do you want your students to understand, to know and be able to do by the end of the year? Select a few Big Ideas to focus on for this planning project. They can be in any subject or content area (or cross subject areas). In your mind and in your professional judgment, what are one or two or three 'big ideas', 'key understanding' or 'generative topics' that you hope to focus on with your students next year?

STEP 2: Assessments
What authentic assessment activities will help you understand what your students know and are able to do in relation to your goals for the year? Think about both performance activities that will provide evidence of understanding as well as ongoing formative assessments that will serve as useful guides for your planning and instruction along the way.

STEP 3: Plans/Activities
Working backwards from your goals and assessment plans, what key activities will help direct student learning toward your intended understandings? Outline the projects/units/instructional activities that will be essential in this curriculum. Keep in mind the importance of "enabling skills" in service of your larger goals and expectations.

STEP 4: Frame
Now you will need to plot your key activities and assessments into a year-round calendar. This will serve as the blueprint to your year-round curriculum plan.

FINAL PRODUCT
Prepare a short document that summarizes your work on this year-round planning document. Approximately 1 page covering each of the topics above: big ideas, assessments, activities, and frame, should be sufficient to get your thoughts across. As with most planning documents, the weight of detail will likely hinge on the activities, but be sure that all elements of your plan are clear and that you provide a calendar to frame the work.

STEP Elementary Seminar (FALL)
Loose UbD Frame for the Course

I. Desired Results (selected sample)
A. Big Ideas/Essential Questions
1. On what basis and in what ways do teachers organize their "Big Picture" planning (across curricular areas, time, etc.) in support of student learning?
2. How are curricula organized? toward what ends? how do I know what works?
3. What are some different ways to conceptualize what is important in a school curriculum?

B. Understandings
1. Candidates will strengthen their understanding of theoretical principles that can help guide the development and shaping of their year-long planning and the curriculum materials they use.
2. Candidates will develop a working understanding of one useful form of curriculum design (backward planning).

C. Knowledge & Skills
• Candidates will be able to clearly articulate big ideas/essential questions toward which they will focus their instruction.
• Candidates will be able to design and describe specific assessment tasks that link to learning goals.
• Candidates will enumerate several lessons/activities that support a set of clear learning objectives.
• Candidates will be able to explore pre-prepared curricular materials and identify the strengths and limitations of the materials, as well as ways to enhance its efficacy for classroom use.

D. Other
• Candidates will have an opportunity to share questions and dilemmas from the field and to utilize the experience and insights of their peers and instructors to support them.
• Candidates will continue to grow and develop as teaching professionals and educational leaders.
• Candidates and instructors will build community, learn from and with one another, and have fun!

II. Assessments

A. Performance Assessment
1. Sketching out a Year-Round Plan

B. Other Assessments
1. General class participation
2. Check ins
3. Performance in small group activities
4. Short response essays

III. Plans and Activities (See course website.)
ED246: Course Description

The STEP Teaching Seminar sits at the nexus of the clinical and academic elements of the teacher preparation program. Pragmatically, the Teaching Seminar serves as the official Stanford University course for three elements of the STEP Elementary curriculum: (1) the student teaching experience, (2) the supervisory program, and (3) the ‘Seminar’ sessions.

In the Winter Quarter, we will focus our attention on assessment of and for learning. We will explore strategies for developing effective assessment practices and discuss some of the theoretical underpinnings of assessment decisions in the field.

In addition to these core themes and questions, we will devote class time to each of the following:

* deliberations about the connections between educational theory and clinical practice
* exploration of essential curricular areas for multiple subject teachers, such as health and physical education
* opportunities to support candidates as you navigate your journey into the teaching profession.

Weekly readings, discussions, and activities will be orchestrated in conjunction with field experiences in local public schools. The elements of the Teaching Seminar serve as the glue for your experiences in STEP as a whole, and a bridge between educational theory and clinical practice. Through these experiences we will work to develop both conceptual and practical knowledge in service of your preparation as a member of the teaching profession and as an educational leader. A key overarching objective of the course is to help candidates begin to develop a critical stance toward the field of education and the purposes and forms of schooling and teaching in particular.

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☑ Students with Disabilities. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site [http://studentaffairs.stanford.edu/oaed](http://studentaffairs.stanford.edu/oaed).
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Focus</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fri, 1/11</td>
<td>Winter Quarter Roadmap Overview: PACT teaching Event Teacher Assessment</td>
<td>1. Teaching Event Handbook (skim)</td>
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<tr>
<td></td>
<td>1:00-3:15</td>
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<td>2. Teach Event “Making Good Choices” document (skim)</td>
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<td>3. “Problems with the Use of Student Test Scores to Evaluate Teachers,” Economic Policy Institute, pp1-4 in the PDF (remainder is optional)</td>
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<td></td>
<td>4. “Good elementary school teachers: they really can change your life.” (Slate.com, Jan 6, 2012)</td>
</tr>
<tr>
<td>2</td>
<td>Fri, 1/18</td>
<td>Rubrics: What are they? How are they used? How do we create them? Deconstructing PACT Rubrics</td>
<td>1. Andrade: “Using rubrics to promote thinking and learning.”</td>
</tr>
<tr>
<td></td>
<td>1:00-3:15</td>
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<td>2. Andrade: “Teaching with rubrics: the good, the bad, and the ugly.”</td>
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<td>3. PACT teaching Event rubrics (elementary literacy)</td>
</tr>
<tr>
<td>3</td>
<td>Fri, 1/25</td>
<td>Crafting measurable objectives Connecting goals and assessments DUE: Draft/outline of Task 1 (Context for Learning) DUE: Initial thinking on focal area for Teaching Events</td>
<td>1. Review prompts for Task 1</td>
</tr>
<tr>
<td></td>
<td>1:00-3:15</td>
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<td>2. Review prompts/directions for choosing an appropriate focal area for instruction</td>
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<td>3. “Understanding the Academic Performance Index” (September 2010)</td>
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<td>4. Link to the California Dept. of Ed. website and look up the annual 2010 Base API report of the two schools in which you have been a student teacher this year. Print a copy (or make a PDF) and bring them to class.</td>
</tr>
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<td>5. You can also find sample questions to the CA STAR tests here: STAR on CDE site and released questions from CDE</td>
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<tr>
<td>4</td>
<td>Fri, 2/1</td>
<td>DUE: PACT task 1 (Context for Learning) DUE: DRAFT ideas for Lesson Objectives and related assessments for your PACT lessons School context in light of standardized testing</td>
<td>1. Stiggins: “Student-Centered Classroom Assessment”</td>
</tr>
<tr>
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<td>1:00-3:15</td>
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<tr>
<td>5</td>
<td>Fri, 2/8</td>
<td>Peer support for PACT task 2: planning for instruction and assessment DUE: PACT task 2 (Planning) Draft</td>
<td>* peer review of draft of Task 2</td>
</tr>
</tbody>
</table>
| **Session 6**  
**Wed, 2/13**  
3:15-5:15 | **Analysis of Student Work** | 1. Careful review of Teaching Event rubrics on assessment |
| --- | --- | --- |
| **Session 7**  
**Wed, 2/20**  
3:15-5:15 | **Principles of effective feedback** | 1. Brookhart: “Feedback that Fits” |
| **Fri, 2/22**  
10-12:30p | **Jesse’s Garden visit** | |
| **Session 8**  
**Wed, 2/27**  
3:15-5:15 | **Analysis of student work...**  
Whole class data  
Using assessment results to inform instruction  
DUE: Bring sample materials (student data) and assessment plans (rubrics, criteria, etc.) from your TE. | |
| **Session 9**  
**Wed, 3/6**  
3:15-5:15 | **DUE: PACT task 4 (Assessment)**  
Draft | 1. Black & William: “Inside the Black Box”  
2. Black et al.: “Working inside the Black Box”  
* peer review of Task 4 |
| **Session 10**  
**Wed, 3/13**  
3:15-5:15 | **Peer support for PACT instructional videos**  
DUE: PACT instructional video  
Bring laptops for video sharing and course evaluations | * Bring laptops for video sharing and to complete course evaluations |
| **Exams, 3/28**  
**By 4PM** | **DUE: FINAL PACT Teaching Event** | |

**Readings for the Winter Seminar**

Readings will be posted on the course wiki:

https://sites.google.com/a/stepteachers.org/step-2013/home

**Additional Resources**

* California Curriculum Frameworks and Content Standards: [http://www.cde.ca.gov/cv/](http://www.cde.ca.gov/cv/)

- 3 -

1082
PACT resources: http://www.pacttpa.org
Student Work and Assignments

1. Student Teaching & Supervisory (50%)

Your Supervisor will work with you to design and support your development in your student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, the California Standards for the Teaching Profession, and the STEP Quarterly Assessment instrument, in particular).

You are expected to complete the following requirements for the Practicum (student teaching) assignment:

* Daily student teaching and consistent professional conduct according to the placement contract and integration plan. The quarterly assessments from the Cooperating Teacher(s) and the University Supervisor will reflect your progress: your increasing understanding of the California Standards for the Teaching Profession, your capacity to enact them in practice in your school placement, and your ability to reflect upon and improve your teaching in light of those standards.

* Writing reflective responses to formal observations by Supervisors (three per quarter, due one week after the observation takes place).

* Completing and/or forwarding all paper work related to the student teaching assignment. This includes documents such as contracts, induction agreements, lesson plans, and assessments from Cooperating Teacher(s), and University Supervisor.

The following documents will be reviewed for evidence of your development in your clinical practice:

* Supervisor's Quarterly Assessment
* Cooperating Teacher's Quarterly Assessment
* All documents associated with each observation cycle, including your lesson plans and written reflections.

2. Weekly readings and other assignments (20%)

Come to Seminar thoughtfully prepared each week.

3. On time weekly Checkins (10%)

To be completed between NOON on Thursday and NOON on Friday of each week.

4. On time submission of Draft PACT materials (10%)

5. Seminar Participation (10%)

Your active and professional participation is an essential component of the success of the course for you and your peers.

Assessment

To receive full credit on a given assignment, meet all of the following expectations:

* Prompt – Turn your work in on time.
* Complete – Fulfill all stated expectations of an assignment.
* Thoughtful – Take the time and reflection to prepare something interesting to say.
* Careful – Proofread your work. Rules of grammar, spelling, punctuation, proper citation (APA formatting), etc. should be followed.

To receive full credit for course participation, meet all of the following expectations:

* Attendance, promptness, preparation, participation, and professionalism.
General Candidate Responsibilities

- Reliable and consistent attendance (for seminar, modules, and field work). Please be on time!

  Students and teachers in the field are relying on your participation and attendance, as are your instructors and classmates in your courses. Any absences or late arrivals should be reported to your school sites and instructors as soon as possible. It is your responsibility to arrange to make up any missed time or activities in the field or in your course work.

- Timely and thoughtful completion of all assignments.

- Active and respectful participation in class.

- Commitment to the course, your classmates, and your instructors.

- High degree of independence, responsibility, and intellectual resourcefulness
  (to search out and make connections across theory, practice, ideas and people)

- Positive and professional participation in the field.

  While your roles may vary based on course assignments and the needs and requests of your CT and SUP, one primary responsibility is to be a respectful and helpful guest at your school site.

- Respect for and cooperation with your CT, the students, and others in the field (parents, principals, other school staff, etc.) is essential.

  Clear and open communication with your CT and your SUP is paramount to a successful experience at the school site.

- Professional attire and demeanor are expected at your field site.

- Please notify your Supervisor of any concerns or issues in the field immediately.
ED246H: Elementary Teaching Seminar (Practicum)

Spring 2012

Instructors:  Ira Lit, Ph.D.  Judy Hicks
iralit@stanford.edu  jrgh@stanford.edu
650.725.2221

ED246: Course Description

The STEP Teaching Seminar sits at the nexus of the clinical and academic elements of the teacher preparation program. Pragmatically, the Teaching Seminar serves as the official Stanford University course for three elements of the STEP Elementary curriculum: (1) the student teaching experience, (2) the supervisory program, and (3) the ‘Seminar’ sessions.

In the Spring Quarter, we will address several different themes. This quarter we will take a look at schools as a reflection of society and the plethora of issues and dilemmas teacher leaders face in supporting equitable schools and classrooms. In additional we will explore important issues and practical strategies for building positive and productive relationships between home and school.

In addition to these core themes, we will devote class time to each of the following:
- deliberations about the connections between educational theory and clinical practice
- exploration of essential curricular areas for multiple subject teachers, such as health and physical education
- opportunities to support candidates as you navigate your journey into the teaching profession.

Weekly readings, discussions, and activities will be orchestrated in conjunction with field experiences in local public schools. The elements of the Teaching Seminar serve as the glue for your experiences in STEP as a whole, and a bridge between educational theory and clinical practice. Through these experiences we will work to develop both conceptual and practical knowledge in service of your preparation as a member of the teaching profession and as an educational leader.

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## DRAFT Course Calendar – SPRING 2012

The most up-to-date calendar of topics, assignments and readings will be posted on the course wiki:

[https://sites.google.com/a/stepteachers.org/step-2012/home](https://sites.google.com/a/stepteachers.org/step-2012/home)

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| **FRI 4.6** | Welcome back  
• Spring overview  
• Juggling responsibilities  
• 4 Corners  
Policy 4 Practitioners  
• The “Other Stuff” of School |  
* Review course syllabus & assignment information (posted on wiki)  
* Read “The Bus Kids”, C1&C4&C5 |
| **FRI 4.13** | Home-School Communication (HSC)  
- Building Communication  
- Introduction & simulation  
• Share conference ideas |  
* Read HSC articles (see wiki)  
* Consider/post ideas for STEP Conference |
| **FRI 4.20** | NO SEMINAR this week: History/Social Science course session instead. |
| **WED 4.24** | Policy 4 Practitioners  
• Mini-lesson: School Funding  
Home School Communication  
- Written communication  
- Simulation#2 |  
* Read school funding articles (see wiki)  
* Post sample newsletters and other communication channels  
* Post final Conference topics/groups |
| **FRI 4.27** | Home School Communication  
- peer review letters  
- Simulation#3  
Workshop: IST & STEP Conference |  
* DRAFT IST letter (bring 2 copies to class)  
* Bring IST/Conference materials/questions |
| **SAT 4.28** | Dance Workshop 10a-2p: Elliot Program Center |
| **FRI 5.4** | Policy 4 Practitioners  
• Teaching and Learning in Heterogeneous Classrooms  
Workshop: IST & STEP Conference |  
* Read TBD (see wiki)  
* DRAFT Conference proposal due (email to Ira)  
* Bring IST/Conference materials/questions |
| **WED 5.9** | Policy 4 Practitioners  
• History of School Reform (Cuban?)  
Home/School Communication |  
* POST FINAL IST letter |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.16</td>
<td>Workshop: IST &amp; STEP Conference</td>
<td>Credential info. session with Sec. (300)</td>
</tr>
<tr>
<td></td>
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<td>Policy 4 Practitioners (TBD)</td>
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<tr>
<td></td>
<td></td>
<td>• Fed. Policy updates (Darling-Hammond?)</td>
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<td>Workshop: Activity Centers</td>
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<td>5.23</td>
<td>Workshop: Activity Centers</td>
<td>Policy 4 Practitioners</td>
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<td>• CA Policy updates (Kirst?)</td>
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<td></td>
<td>• Unions and teacher professionalism</td>
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<td></td>
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<td>Workshop: Activity Centers</td>
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<tr>
<td>5.30</td>
<td>Workshop: Activity Centers</td>
<td>STEPpin’ Out Surveys</td>
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<td>* Bring laptops for the online survey</td>
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<tr>
<td>6.6</td>
<td>Final Seminar: The STEP year in review</td>
<td>Final meeting with STEP Secondary &amp; pinning ceremony</td>
</tr>
<tr>
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<td>* STEP Graduation Portfolio due</td>
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<tr>
<td>6.8</td>
<td>AM: School Garden Visits</td>
<td>PM: End of Year Celebration at Jessie’s Garden</td>
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<td><strong>STEP CONFERENCE!!!</strong></td>
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<tr>
<td>6.15</td>
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<td><strong>COMMENCEMENT!!!</strong></td>
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</tbody>
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**Additional Resources**

**Student Work and Assignments**

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- Writing reflective responses to formal observations by Supervisors (three per quarter, due one week after the observation takes place).
- Completing and/or forwarding all paper work related to the student teaching assignment. This includes documents such as contracts, induction agreements, lesson plans, and assessments from Cooperating Teacher(s), and University Supervisor.
- Successful completion of your Independent Student Teaching.

*The following documents will be reviewed for evidence of your development in your clinical practice:*

- Supervisor’s Quarterly Assessment
- Cooperating Teacher’s Quarterly Assessment
- All documents associated with each observation cycle, including your lesson plans and written reflections.

2. **Seminar Assignments**

A. Weekly readings and assignments: Come to Seminar thoughtfully prepared each week.
B. Weekly check-ins: To be completed between NOON on Thursday and NOON on Friday of each week.
C. Letter to families in advance of Independent Student Teaching
D. STEP Conference project
E. Graduation Portfolio, including final summary reflection paper
F. STEPpin’ Out Survey

3. **Seminar Participation**

Your active and professional participation is an essential component of the success of the course for you and your peers.

**Assessment**

To receive full credit on a given assignment, meet all of the following expectations:

- Prompt – Turn your work in on time.
- Complete – Fulfill all stated expectations of an assignment.
- Thoughtful – Take the time and reflection to prepare something interesting to say.
- Careful – Proofread your work. Rules of grammar, spelling, punctuation, proper citation (APA formatting), etc. should be followed.

To receive full credit for course participation, meet all of the following expectations:

- Attendance, promptness, preparation, participation, and professionalism.

**General Candidate Responsibilities**

☑ Reliable and consistent attendance (for seminar, modules, and field work). Please be on time!
Students and teachers in the field are relying on your participation and attendance, as are your instructors and classmates in your courses. Any absences or late arrivals should be reported to your school sites and instructors as soon as possible. It is your responsibility to arrange to make up any missed time or activities in the field or in your course work.

☑ Timely and thoughtful completion of all assignments.
☑ Active and respectful participation in class.
☑ Commitment to the course, your classmates, and your instructors.
☑ High degree of independence, responsibility, and intellectual resourcefulness
  (to search out and make connections across theory, practice, ideas and people)
☑ Positive and professional participation in the field.
  While your roles may vary based on course assignments and the needs and requests of your CT and SUP, one primary responsibility is to be a respectful and helpful guest at your school site.
☑ Respect for and cooperation with your CT, the students, and others in the field (parents, principals, other school staff, etc.) is essential.
  Clear and open communication with your CT and your SUP is paramount to a successful experience at the school site.
☑ Professional attire and demeanor are expected at your field site.
☑ Please notify your Supervisor of any concerns or issues in the field immediately.
THE PE LESSON PLAN ESSENTIALS

A. P-I-A-R
- Goals
- Assessments
- Activity plans

B. GOALS for PE: partial list
  + participation, skill development, expression
  + health
  + community building
  + enjoyment of school
  + multiple avenues for success in school
  * always begin instructional planning with goal setting

C. SETTING
- Materials
- Time (more? less?)
- Context (space, equipment, culture)

D. FRAME
- need to develop parameters / expectations / community / practice around this dimension of teaching
- might include: participation, sportsmanship, fun, boundaries, etc.
- think about how you see this happening (or not happening) at the summer school site…

E. VARIATIONS
- Differentiation (open-ended planning)
  • for different skill levels, types of learners, etc.
  • for lang. learners? for various special needs?
- Extensions
  • for youngers? - for olders?
  • more complex
  • if you need to step it back
ED 262A: CURRICULUM & INSTRUCTION IN ENGLISH
Pam Grossman, Lindsay Brown, & Danielle Igra
Summer 2013

Pam Grossman    Lindsay Brown    Danielle Igra
532 CERAS    450 CERAS
pamg@stanford.edu   linbrown@stanford.edu
dogra@stanford.edu

Course Overview

In the first quarter of this three-quarter class, we will begin a conversation about the purposes for teaching English in public schools with diverse student populations. This intensive introduction to the teaching of English is organized around a series of guiding questions, including:

- Why teach English? What are some of the different purposes for teaching middle and high school English? How do the new Common Core State Standards define the goals for student learning in English Language Arts?
- Given the different components of the English curriculum, how can we create a sense of coherence in the curriculum?
- How is teaching of English specifically connected to the mission of teaching for social justice?

In the first week, we will examine different perspectives on the purposes for teaching English, and you will be asked to consider the version of English to which you currently subscribe. As you might expect, over the course of the C&I sequence and your experiences in STEP, your perspective is likely to shift and develop.

In addition to this introduction, we will explore issues related to the teaching of writing. In the first week, we will work on autobiographical narratives of a defining moment of adolescence. The purpose of this assignment is to help you reflect on the experience of adolescence and also to engage in the writing process as we study it. As we write, we will consider questions about the nature of writing, the various processes in which writers engage, and the role of response in revision.

In the second week of the course, we will look more closely at how students learn to write and how teachers can support the process of learning to write. We will explore how to create writing assignments, how to provide instruction that supports students through the writing process, and how to provide helpful feedback to students throughout the writing cycle. The culminating assignment for the summer will involve designing a writing assignment for students and creating a sequence of instructional activities to help students complete the assignment successfully.

In addition to the substance around the teaching of writing, we will also begin to introduce you to a set of core practices for the teaching of English that will be developed across the 3-quarter sequence. These practices include:

- Modeling
- Instructional Explanation
- Providing Feedback
- Strategy Instruction
- Orchestrating Classroom Discourse

You will have opportunities to learn about and try out these practices, both in our STEP class and in your field placement.
As California has adopted the new Common Core Standards for ELA, we will also have opportunities to learn about these standards and how they inform your planning and teaching.

**Required Readings**


**Additional readings on Coursework**

**Course Expectations**

As the first of a sequence of three classes, this course is designed to create a collegial culture in which we can all learn from one another. To facilitate this culture, we expect everyone to come to class having completed the readings for that session and to be prepared to participate in activities and discussions. We also expect people to listen carefully and respectfully to their colleagues. Our collective engagement in class activities and discussions will facilitate your learning; we therefore assume regular attendance. If you must miss a class, be sure to inform an instructor and also arrange for a colleague to take notes and pick up readings or assignments.

**Course Assignments**

- Autobiographical folder and personal narrative **due Wednesday, July 10**
- Interview with student about writing **due Tuesday, July 9**
- Instructional sequence for teaching writing **due Tuesday, July 16**

**Grading**

- Student interview 5%
- Autobiographical folder and personal narrative 40%
- Instructional sequence for teaching writing 55%
## COURSE CALENDAR

Prior to the first class, please read chapters 1-3 of *Lives on the Boundary* by Mike Rose.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading for this class (full references listed on last page of syllabus)</th>
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</thead>
<tbody>
<tr>
<td>7/1 – Day 1</td>
<td>Introductions</td>
<td>Have read chapters 1-3 of <em>Lives on the Boundary</em> by Mike Rose</td>
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<tr>
<td></td>
<td>Why teach?</td>
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<td></td>
<td>Joining the literacy club</td>
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**Homework for 7/2:**
- Readings for next class (see below)
- Finish your folder of ideas for autobiographical incident
- Write one paragraph on why you want to teach English

| 7/2 – Day 2 | What is English and why teach it?    | Have read Yagelski, Probst, Heffernen, and Christensen articles on coursework |
|            |                                     | California Common Core Standards, Skim the standards for grades 6-8, pages 19-34. |

**Homework for 7/3:**
- Readings for next class (below).
- Choose an incident from your folder to develop into a personal narrative and write your first draft, due in class **Monday, July 8**.
- Interview a student, taking notes on your conversation (see guidelines). Interviews must be completed by **Tuesday, July 9**.

|            |                                       |                                                          |

**Homework:**
- Readings for next class (below).
- Complete first draft of your personal narrative and bring **three** copies to class on **Monday July 8**.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading for this class</th>
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</thead>
</table>
| 7/8 – Day 4 | Response and Revision | Sommers, Responding to Student Writing (CW)  
Sommers, Revision Strategies (CW)  
VanDeWeghe (CW)            |
|        | Core Practice: Providing Feedback          |                                                             |
| **Homework:** |                                            |                                                             |
|        | • Readings for next class (below)          |                                                             |
|        | • Revise your personal narrative and write a reflection on your writing process and its implications for teaching, due **Wednesday, July 10** |                                                             |
|        | • Write up of notes on the student interview, due, **Tuesday, July 9.** |                                                             |
| 7/9 – Day 5 | How do kids learn to write? | *Personal narratives due  
*Student interviews due | Smagorinsky et al., chapters 1-2 |
|        | What can teachers do to help them? |                                                             |
|        | Core Practice: Creating engaging and challenging assignments |                                                             |
| **Homework:** |                                            |                                                             |
|        | • Readings for next class (below)          |                                                             |
|        | • Complete draft of your writing assignment. Be prepared to share your assignment with your peers on **Wednesday, July 10** |                                                             |
| 7/10 – Day 6 | Getting started: Gateway activities | Hillocks, *Teaching Writing as Reflective Practice*, excerpts from chapters 8-9 (CW)  
Atwell – Taking Off the Top of my Head (CW) |
<p>|        | Core Practice: Modeling |                                                             |
|        | Core Practice: Planning an Instructional Sequence |                                                             |
| <strong>Homework:</strong> |                                            |                                                             |
|        | • Readings for next class (below)          |                                                             |
|        | • Complete draft of 12-step sequence to scaffold your writing assignment. Be prepared to share your draft sequence with your peers on <strong>Thursday, July 11</strong> |                                                             |</p>
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading for Class</th>
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| 7/11 – Day 7 | Revision and reworking: The role of peer and teacher feedback  
                  Supporting good writing through targeted mini-lessons & explicit instruction  
                  *Core Practice: Providing Feedback*  
                  *Core Practice: Modeling*  
                  *Core Practice: Lesson Planning* | Romano, chapter 7  
                  Hillocks, Narrative Writing chapter 10 (CW)  
                  Neubert & McNelis – Peer response (CW) |

Homework:
- Readings for next class (below)
- Optional: Draft of gateway lesson plan

| 7/12 – Day 8 | Assessing Student Writing  
                  Errors & Expectations: When do we worry about mechanics and why?  
                  Wrap-up  
                  *Core Practice: Assessing Student Writing* | Shaughnessy, Diving In (CW)  
                  Rose, chapter 7  
                  Smith & Wilhelm, *Getting it Right* (pp. 47-65)  
                  Elbow, Inviting the Mother Tongue (CW- optional) |

Homework:
- Final instructional sequence assignment due in the Coursework Dropbox by **5pm on Tuesday, July 16**
REFERENCES

Day One

Day Two
California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (PDF) Available at http://www.cde.ca.gov/re/cc/index.asp

Day Three

Day Four

Day Five

Day Six

Day Seven

Day Eight

*optional readings*
COURSE OVERVIEW:
This course is the second in a three-part sequence on teaching English Language Arts in middle and high school. This quarter, we will build on what we learned about writing and focus on language, reading, speaking and listening. Throughout the course, we will explore two, related essential questions:

- How can we help students become effective producers and consumers of language?
- How can we help students develop strategies to deepen and enrich their own engagement with language?

The course readings provide both a theoretical framework and practical strategies for teaching literature. In class, we will discuss the principles that inform our teaching and explore models of how these might play out in classrooms. For example, we will revisit the notion of instructional scaffolding both conceptually and in practice. Ultimately, we want to help you develop principled practice; that is, we hope your teaching will reflect deep principles about teaching and learning.

The learning targets for the course reflect the core practices related to the teaching of English and straddle Fall and Winter quarters:

Teacher candidates will be able to use their knowledge of students and content to -
- select and adapt appropriate curricular materials.
- represent content through resonant examples and analogies
- provide clear and nuanced instructional explanations of concepts
- connect prior knowledge, experience and culture to new knowledge

Teacher candidates will be able to plan, sequence, and scaffold instruction in ways that—
- differentiate and target instruction in order to meet the needs of a diverse student population
- support language development and acquisition
- challenge students intellectually
- facilitate student independence/mastery
- provide guided practice

Teacher candidates will be able to investigate student thinking in order to develop intellectual empathy and plan targeted instruction.
- plan and facilitate discussion in ways that engage students and build capacity.
- enact explicit strategy instruction in the common core strands in order to help students develop a repertoire of strategies and skills that they can use flexibly and independently.
- use models during instruction in ways that decompose specific features of skills, strategies, or processes and guide students’ work on a given task.
- design assessments that effectively evaluate progress against learning goals and deepen understanding of student learning.
REQUIRED TEXTS (for Fall and Winter):
All articles for this course are available on Coursework (CW)
Optional Texts:

EXPECTATIONS:
An additional goal of the course is to help prepare you for the professional role of a teacher. To that end, please . . .

• Engage deeply with all activities and assignments regardless of whether they are graded. We expect you to work toward a “mastery” of the skills in the assignments rather than toward a grade. You will have the opportunity to revise assignments if necessary.
• Complete all required readings and assignments before each class session, and come to class on time, prepared to engage actively in class discussions. Please bring readings to class.
• Listen carefully and respectfully to colleagues.
• Attend class regularly. We believe that learning occurs primarily from engagement in class activities and discussions. If, for any reason, you must miss a class, be sure to inform an instructor in advance and arrange for a colleague to take notes and pick up handouts.
• Turn off and stow phones, computers, and other technology as a matter of professionalism and courtesy. When you bring a device to class, you are committing to using it responsibly (e.g. no social media, IM, email etc.)
• Submit course assignments at the beginning of class, on the due date, and upload where appropriate. Late work is subject to grade penalty.
• Contact your instructors whenever you have questions, concerns or curiosity. We are always interested in meeting with you outside of class.
• Proofread your work carefully. The writing of English teachers always receives special scrutiny from parents and the public, given the nature of our work.

If you have any questions about how it applies to a particular assignment, please ask.

For students with documented disabilities
Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066)
ASSIGNMENT OVERVIEW:

**Language/Grammar Lesson [20%]:** For this assignment, you will collaborate with a colleague to plan a language/grammar lesson that reflects the principles explored in class. The lesson will highlight how students can make use of language structures, grammar, and/or conventions to become more effective consumers and producers of language. The lesson should help students distinguish and develop effective language production rather than concentrate on correcting error or memorizing rules. You will enact a small segment of this lesson plan for a small group of your peers. 

**Core Practices/Learning Targets:** instructional explanations, modeling, explicit strategy instruction, planning & scaffolding instruction

**Draft Due:** Oct 8

**Final Plan & Enactment:** Oct 15

**Exploring Student Reading and Teaching Reading Strategies [30%]:** In this multi-part assignment, you will work with a secondary school student to understand how s/he reads and understands a literary text. You will then identify a reading strategy that might support your particular student and create a lesson designed to teach that strategy. You will enact a small segment of that lesson plan for a small group of your peers. As you work through this assignment, you will be grappling with what it means to understand literature and what makes literary texts difficult for students to read. 

**Core Practices/Learning Targets:** instructional explanations, modeling, explicit strategy instruction, planning & scaffolding instruction, investigating student thinking

**Select a student and text idea by:** Oct 15

**Notes from the think-aloud due:** Oct 22

**Reflection on think-aloud + Reading Strategy Lesson Ideas due:** Nov 5

**Reading Strategy Lesson Plan & Enactment:** Nov 12

**Teaching through Discussion [20%]:** This assignment will build on and speak to your summer Literacies course by focusing on whole class discussion and the “behind-the-scenes” work that teachers do in order to facilitate discussion. We will learn how to use discussion as a teaching tool by investigating how a teacher implements discussion-based teaching. In this assignment, you will explore the work of English teacher, Yvonne Divans Hutchinson. After studying the website and video, you will practice one of the discussion strategies in your own classroom and share a short video of your practice with a small group of peers.

**Core Practices/Learning Targets:** facilitating discussion, investigating student thinking, planning & scaffolding

**Video viewing/analysis due:** Nov 19

**Video Clip of your classroom facilitation due:** Dec 3

**Synthetic/Integrated Reflection [20%]:** This writing assignment will give you an opportunity to weave together all of the strands of the course and all of your thinking about our essential questions. Throughout the course, you will be writing brief reflections that will contribute to this final assignment.

**Due:** Dec 10

**Planning around a Text [in class activity – high engagement, low stakes]:** On our final day of class, you will bring in a short text or paired texts around which to design: an essential question, a writing assignment, and learning targets based on strategies for reading, writing, language/grammar, and discussion. Like the reflection, this activity will help you weave together the learning of the course.
**How do we help students become effective producers and consumers of language?**

**How do we help students develop strategies to deepen & enrich their own engagement with language?**

## Course Calendar (subject to change)

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<td>Class #8</td>
<td>Dec 10</td>
<td>Class #9</td>
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### Learning Target & Core Practice

- **Scaffold & Sequence Instruction**
- **Language Strategy Instruction**

CCSS: Language

### Readings Due

- **Langer & Applebee- Scaffolding Reading and Writing**, CW
- **Smagorinsky- Teaching English by Design**, CW
- **Weaver- Grammar**, chapters 1-3
- **Ehrenworth- Grammar**, CW
- **Comparison for teaching style**, CW
- **Lucas & Villegas- Preparing to teach ELLs, CW**
- **Weaver- Grammar**, chapters 14&15
- **Schoenbach- Reading for Understanding**, chapters 2,3,4,7
- **Dole & Duffy- Reading Comprehension Instruction**, CW
- **Hull & Rose- This Wooden Shack Place (Interpretations of Literature)**, CW
- **Rabinowitz & Smith- Authorizing Readers**, CW
- **Wolf- Reading Reconsidered**, CW
- **Chopin- Story of an Hour**, CW
- **Scholes- Textual Power, CW (skim)**

### Assignments Due

- **Language/Grammar Lesson Plan Draft**
- **Language/Grammar Enactment & Lesson Plan**
- **Think-aloud Idea/Plan**

#### Notes from Think-aloud (enactments continued)

- **Lee- Culturally Based Cognitive Apprenticeship, CW**
- **Smith- Irony in Poetry, CW**
- **Scholes- Textual Power CW (revisit)**
- **Opt: Appleman, CW**
- **Shakespeare synopsis (TBD)**

### Readings Due

- **Discussion Readings (TBD)**, CW
- **Gillman-Yellow Wallpaper**, CW
- **Hutchison- Discussion Materials & Readings**

### Assignments Due

- **Reflection on Think-aloud & Reading Strategy Lesson Ideas**
- **Reading Strategy Lesson Plan & Enactment**
- **Preparation for in class discussion of discussion. (enactments continued)**

- **Video Clip of Discussion**
- **Synthetic/Integrated Reflection on EQ Bring in text for in-class activity**

1101
REFERENCES


Chopin, K. *The story of an hour*. Source unknown.


Gilman, C. P. *The yellow wallpaper*. Source unknown.


Course Overview

In this final segment of Curriculum & Instruction, we will focus on the following core practices:

- Designing an integrated unit plan
- Assessment, including designing rubrics for the assessment of writing, and analyzing and giving specific feedback on student work
- Differentiating instruction, including increasing language production among English learners

A major focus of this quarter is unit planning. You will develop an integrated unit plan that you will be able to teach in one of your classes. Weekly assignments are designed to scaffold the final project (a complete, revised draft of your unit plan), as well as to help you draw on ideas, activities, and theories that you have learned in this class and in your placements. These assignments will also prepare you to complete the Performance Assessment for California Teachers (PACT), which will be the focus of the spring quarter. The feedback that you get from your peers and instructors will help you develop your unit plan. Though you will design units individually, we will emphasize the collaborative nature of curriculum planning by facilitating opportunities for you to assist each other both inside and outside of class. The unit assignment will ask you to develop strong assessments tethered to clear learning targets, respond to the diverse needs of students, and plan for your communications with parents and colleagues. Throughout the course, we will use The Tempest as a common core text through which we can brainstorm unit-planning ideas.

We will explore the design of assessments including examining how to provide specific feedback on student work and how to design clear rubrics. We will also explore how to effectively differentiate instruction for a range of readiness levels and learning styles. Looking at the teaching of Shakespeare, we will collectively consider how to use drama to increase the comprehensible language output of English learners. Since Shakespeare continues to be a mainstay of the English curriculum and because his plays pose particular challenges for students, we will explore ways to teach Shakespeare using The Tempest as an example.

Finally, you will have the opportunity to analyze your own teaching, which will help you prepare for PACT and for your teaching exhibition. You will introduce and share a brief video segment (with a focus on one of the core practices we’ve been working on in class) from your classroom with your colleagues, who will engage in a discussion focused on a question that you pose about your practice.
**Expectations**

Please come to class having completed the reading and assignments due for that day. Be prepared to participate in class discussions and activities. Being ready to participate will mean bringing the designated parts of your developing unit to class so that you can get assistance from (and give assistance to) your colleagues. Since the development of the unit plan is a critical component of this quarter, you must have hard copies of the draft pieces of your unit ready to share with your colleagues during class on the dates noted in the syllabus.

**Required Texts**

- Shakespeare, W. *The Tempest*.

**Assignments**

**Unit Plan (85%)**

This is the major assignment of the quarter, a culminating assessment for all three sections of this course, and an important part of your STEP graduation portfolio. You will develop a unit plan that integrates the teaching of each component of the language arts around an essential question. The process of designing this unit plan will provide you with opportunities to engage in pedagogical thinking and to demonstrate your understanding of the teaching of English. Drafts of unit components are due for workshop participation and written feedback as follows:

- **Unit Overview: Essential Questions and Learning Targets** January 22
- **Culminating Assignment for the Unit with Rubric** January 29
- **Unit Calendar** February 5
- **Unit Assessment Plan** February 12
- **One Lesson Plan** February 19
- **Complete Draft of Unit Plan** February 26
- **Final Unit Plan** March 12

**Analysis of Teaching (15%)** March 5

This assignment asks you to analyze one of your own lessons using recent video footage from your classroom. Learning to analyze your teaching is a key part of becoming a professional educator and reflective practitioner. For this assignment, we are asking you to videotape yourself enacting one of the core practices we’ve focused on in class. Once you have recorded a lesson and identified a short segment of teaching (3-5 minutes), you will present this selection to your peers and engage them in a discussion focused on questions of teaching and learning.
Calendar

WEEK 1
1/8 Course Overview / Unit Planning (Overview of Components, Identifying & Adapting High-Quality Curriculum Materials)
□ Read: Shakespeare. *The Tempest.*
□ Read: Smagorinsky. *Teaching English by Design* – Chap 8 & 9 (CW)
□ Read: *The Tempest* Unit Plan. (CW)
□ Optional: Beach & Marshall. *Organizing Units in Literature.* (CW)

WEEK 2
1/15 Formulating Essential Questions & Learning Targets for Conceptual Units
□ Read: *Unit Plan(s) from a Previous Year.* (TBD)
□ Read: Smagorinsky. *Teaching English by Design* – Chap. 11 (CW)
□ DUE: Decision on core text(s) & conceptual organization for unit

WEEK 3
1/22 Developing Culminating Assessments & Designing Rubrics
□ Read: Wormelli. Chapter 4: Three Important Types of Assessment (CW)
□ DUE: Unit Overview: Essential Questions and Learning Targets

WEEK 4
1/29 Unit Planning (Creating a Unit Calendar, Sequencing Texts) Differentiating Instruction (Planning and Assessing for a Range of Readiness Levels and Learning Styles)
□ Read: Tomlinson. Chapter 3 - *Leading and Managing a Differentiated Classroom* (CW)
□ Read: Smagorinsky. *Expressions: Multiple Intelligences in the English Class.* (CW)
□ Read: Wormelli. Chapter 1: The Differentiated Instruction Mindset (CW)
□ DUE: Draft of the Culminating Assignment & Rubric

WEEK 5 Teaching English Learners (Increasing Language Production among English Learners)
2/5
□ Read: Weaver. *Grammar to Enrich and Enhance Writing.* Chapter 15
□ Read: Gadda. *Writing and Language Socialization across Cultures.* (CW)
□ Read: Lucas, Villegas, & Freedson-Gonzalez. *Linguistically Responsive Teacher Education.* (CW)
□ DUE: Draft of Unit Calendar
WEEK 6
2/12 Using Drama to Teach Shakespeare (Increasing Opportunities for Language Output)
□ Read: Wilhelm. Drama and Reading. (CW)
□ Read: Marsha Pincus Website Materials. [Specific directions forthcoming.]
http://quest.carnegiefoundation.org/~dpointer/marshapincus/index.htm
□ DUE: Draft of Assessment Plan

WEEK 7 – Topics to be determined based on Interest
2/19
□ Read: TBD
□ DUE: One Lesson Plan

WEEK 8
2/26 Maintaining Rigor / Reflecting on Unit Design
□ Read: Duckworth. Twenty-four, Forty-two, and I Love You. (CW)
□ Read: Lemov. Chapter 1 in Teach Like a Champion. (CW)
□ Read: Cone. Appearing acts: Creating readers in a high school English class. (CW)
□ DUE: Complete Draft of Unit Plan

WEEK 9
3/5 Analysis of Teaching (Sharing Videotapes of Your Teaching)
□ Read: [Reading TBD.]
□ DUE: Select a 3-5 minute video clip of your teaching (with a focus on one of the core practices we’ve been working on in class) to share with a small group within our class. Be prepared to set up the video clip and to engage colleagues in a discussion of your work. There is no written component for this assignment.

WEEK 10
3/12 Reflections and Celebrations
□ DUE: Final Unit Plan
References:


Education 263A: Curriculum and Instruction in Mathematics Summer 2013
3:15 pm - 6:05 pm July 1-3, and 8-12; CERAS 302

Instructors:
Jo Boaler, joboaler@stanford.edu
Jennifer Ruef, jruef@stanford.edu

Introduction
This is the first of a 3-course sequence focusing on mathematics teaching and learning. The course provides an opportunity for sustained learning and professional growth. Our goals are to help you:

- examine your own knowledge, beliefs, and assumptions about mathematics, teaching, and students,
- increase your knowledge of mathematics and mathematics pedagogy,
- increase your theoretical knowledge and practical experience in planning, teaching, and assessing mathematics,
- understand the mathematical needs of a diverse range of students,
- understand the complexities of diverse, multiply-ability classrooms while broadening your repertoire of teaching techniques, and
- learn from your experiences in schools through informed reflection.

Throughout the three-course sequence, we will consider the Common Core State Standards for Mathematics.

In the first quarter we will analyze teaching practices in many ways, considering the role played by mathematics, the teacher, and the students. Several different examples of practice will be analyzed on video. We will also engage in mathematical tasks that will place you as learners of mathematics and pedagogy. We will consider the acts of close and respectful listening to students’ mathematical thinking and asking important questions in order to probe and further understanding. There will be a joint focus throughout the course on research and practice.

Course Requirements
We expect you to come to class having completed the reading and assignments due for that day and to be prepared to participate in class discussions and activities. This means that you have a clear idea of the main points; you may have formulated some questions; and/or you noted any related issues that the reading or topic raised for you.

Your participation depends upon your timeliness in attendance. If for any reason, you will miss or be late to class, please email the instructors ahead of time. In the summer quarter, you will be required to complete several assignments, conduct readings (see Course Schedule) and complete daily tasks, which will be described during class.

Major Assignments: For all assignments, please bring two paper copies to class, and put one additional copy into the Dropbox in Coursework by the beginning of class on the day they are due.

- Math History: due on July 1st
- Listening Transcript: due on July 11th
- Number talk observation notes and reflection: due date July 12th
- Reflecting on Summer Mathematics: due Sunday, July 15th by 11:59pm in the Coursework Dropbox.
Your Grade:

This quarter your grade will be based on the quality of your assignments: Final Assignment (60%), Math History (10%), Listening Assignment (10%), Number Talk Observation and Reflection (10%) We will also take into account active and respectful contributions to class discussions (10%).

Regarding participation, we are looking for you to contribute to both small and whole group discussions. Whether you are more talkative or more introverted in nature, we expect that you make concerted efforts to both listen and contribute, monitoring your level of sharing, and making space for others to join in. We recognize that you may have more to say about one topic over another, but across the two weeks, we should have heard your thoughts and ideas in both small and whole group discussions. This will help your learning as well as the learning of the group.

Course Schedule

Session 1 – July 1st: Mathematics and Its Impact

Reading for this session:


Session 2 – July 2nd: What is Mathematical Proficiency?

Readings for this session:

- Common Core Standards for Mathematical Practice (2010). (pp. 6-8)

Session 3 – July 3rd: Cultural Analyses of Teaching

- Exploration of technologies (TBD). Be prepared to report back your findings on Monday, July 8th.
Session 4 – Monday July 8th: Listening to Student Thinking

Readings for this session:


Session 5 – Tuesday July 9th: Equity Focused Teaching and Learning


Session 6 – Wednesday July 10th: Exploring Number Sense and Number Talks


Session 7 – Thursday July 11th: Working with Student Thinking

Reading for this session:


** Due: Listening Transcript

Session 8 – Friday July 12th: Classroom Culture and the Establishment of Socio-mathematical Norms

Readings for this session:

Introduction

This is the second of a 3-course sequence focused on mathematics teaching and learning. The 3-course sequence is designed to create an opportunity for sustained learning and professional growth.

This quarter we will examine two crucial and closely connected aspects of classroom instruction: planning lessons and assessing student learning. We will discuss approaches to the “backward design” of curricula in which educators begin their planning with a vision of the understandings they want their students to achieve, and of the dimensions of performance that would demonstrate those understandings. We will explore and map important understandings in high school mathematics and the misconceptions often held by students.

We will also consider different forms of assessment – formative and summative - noting the importance of designing assessments that match our instructional goals, assessing understanding in multiple ways, and integrating assessment and instruction.

We will also examine dimensions of mathematics instruction teachers must consider as they prepare lessons: informal assessment, participation structures, selection of and implementation of tasks, and the role of the teacher in the lesson. There will be a joint focus throughout the course on research and practice. Journals and other assignments will encourage you to learn from both course readings and your classroom placements through informed reflection.

We will also explore problem solving as a teaching approach. But before you can develop in students the skills to solve mathematical problems, you need to know yourself as a problem solver, and you need to know particular processes involved in problem solving. Throughout the quarter, we will inspect and work on a set of mathematical tasks that will help us accomplish both of these goals.

We will engage in tasks in class, using a variety of formats: individual, pairs, groups and whole class. We will delve deep enough into the tasks to illustrate an important aspect of problem-solving, but you may need to continue pondering and working on the extensions outside of class. In addition to reflecting on your own mathematical experience with each task, we will systematically consider the mathematics likely to surface, the background skills needed to access the tasks, and the range of approaches students are likely to take.
Course Requirements

We expect you to come to class having completed the reading and assignments due for that day and prepared to participate in class discussions and activities. Attendance to all sessions is mandatory. Please give us ample notice if you must be late or need to miss a class.

Assessments and Grading

Your assignments for this quarter are:

1. To get student E-Membership of NCTM Online at www.nctm.org/membership ($40 for online subscription and journals).
2. Due Sep 18th Norms Assignment.
3. Due Oct 9th Journal Reflection
4. Due Dec 4th The Assessment Assignment

Your grade will be based primarily on the quality of the assignments mentioned above. We will also take into account your attendance, and your active contributions to class discussions. As with all your work in C&I this year, you may revise and resubmit any written assignment for a higher grade.

All assignments should be digitally submitted to Coursework unless otherwise specified by the instructors. All feedback will be provided digitally within your submitted documents.

Course Schedule

DUE September 18th: Norms Assignment

Session #1: September 25 – Classroom Norms

In this session we will focus on the important issue of classroom norms and the ways they may be developed as well as those that you see developing in your own classroom observations.

Readings for Session 1:

Session #2: October 2 – Inquiry Based and Equitable Teaching: Classroom Norms and Pedagogical Practices.

In this session, we will consider in depth a particular case of teaching, which encouraged norms of inquiry and also promoted equity as a central principle.

Readings for Session 2:

- Lampert, M. (2003). *Teaching problems and the problems of teaching*. Yale Univ Pr. (Chapter 4: Teaching to Establish a Classroom Culture)

Session #3: October 9 – Designing Equitable Instruction

In this session, we will consider equity in mathematics education – considering where we are as a nation, what we know is important in bringing about equity and some particular cases of equitable and inequitable teaching.

Readings for Session 3:


DUE this week: Journal Reflection

Session #4: October 16 – Designing Instruction, Part 1 – The Case of Similarity, Congruence, and Trigonometry

In this session, we will consider the design of units and linked series of lessons, in particular the design of a unit teaching geometry. We will explore important planning decisions and different pedagogical ideas.

Readings for Session 4:

Session #5: October 23 – Designing Instruction, Part 2. Lesson Planning

In this session, we will begin the study of a range of possible lesson designs to teach mathematical content and practices. This study will continue over subsequent C&I sessions.

Readings for Session 5:


Session #6: October 30th – Assessment Part I

This session begins our conversation about assessment, and the practical ways that an ‘Assessment For Learning’ (A4L) perspective can be implemented in classrooms. We will develop the concepts of formative and informal assessment, and discuss the importance of integrating assessment into daily lessons.

Readings for Session 6:


Session #7: November 6th – Assessment Part II

In this session we will consider teacher questions by exploring the range of teacher questions that are possible and analyzing the most effective use of questioning for improving understanding.

Readings for Session 7:


ED 263B, Fall 2012, pg. 4
Session #8: November 13th – Assessment Part III

In this session we will examine strategies, such as the use of rubrics, self-assessment, and feedback from peers, for helping students learn how to revise and improve their own work.

Readings for Session 8:
• Lampert, M. (2003). *Teaching problems and the problems of teaching*. Yale Univ Pr. (Chapter 11: Teaching the Nature of Accomplishment)

Session #9: November 27th – Differentiation

Differentiation is both an important instructional practice and a very misunderstood one by many. What is differentiation? And what are some important strategies for differentiating instruction? In this session we will consider important strategies and issues related to differentiation. We will also consider the nature of conceptual and procedural knowledge in relation to algebra teaching.

Reading for Session 9:

Session #10: December 4th – Grouping and Tracking.

This session will consider different strategies for grouping students as well as the important issue of tracking.

Reading for Session 10:
• Danny Martin (to be decided)

DUE Dec 4th: Assessment Assignment
INTRODUCTION

This is the third of a 3-course sequence focused on mathematics teaching and learning. The course sequence is designed to create an opportunity for sustained learning and professional growth. Our goals for the year are to help you:

- Increase your knowledge of mathematics and mathematics pedagogy
- Examine your own knowledge, beliefs, and assumptions about mathematics, teaching and students
- Increase your theoretical knowledge and practical experiences in planning, teaching, and assessing mathematics
- Understand the mathematical needs of a diverse range of students
- Understand the complexities of diverse, multi-ability classrooms while broadening your repertoire of teaching strategies
- Learn from your experiences in schools through informed reflection

This quarter we will continue to develop skills in lesson planning, and will focus on how particular lessons fit into larger instructional learning segments. We will draw on what we have learned about developing clearly-articulated learning goals for students, selecting and implementing tasks, choosing participation structures, and using both formative and summative assessment strategies. We will discuss approaches to backwards design (Wiggins & McTighe, 2005) as a way to design learning segments and individual lessons. The experience of developing and refining a segment of instruction is the cornerstone of our work this quarter, and it will prepare you for success on the PACT, the culminating performance assessment of your teaching proficiency in the spring. You will submit pieces of this learning segment often this quarter and there will be frequent chunks of class time dedicated to work-shopping its parts.

COURSE REQUIREMENTS

We expect you to come to class having completed the reading and assignments due for that day and prepared to participate in class discussions and activities. Attendance to all sessions is mandatory. Please give us ample notice if you must be late to or miss a class.

ASSIGNMENTS:

LEARNING SEGMENT ASSIGNMENT
See assignment sheet for complete detail

CHECK-IN MEETINGS
You will meet with one of the instructors to check in about your learning segment during weeks 2 or 3 of the course. Sign-up times will be provided in class.
Short video clip
During week 3, we will take some time to analyze student reasoning in your classrooms through the use of video records. You will select a 2-minute video clip from one of your video observations. This clip should focus on students and their engagement in the mathematics of the lesson. You do not need to be in the clip, but it’s fine if you are.

All assignments should be digitally submitted to Coursework unless otherwise specified by the instructors. All feedback will be provided digitally within your submitted documents, and either re-posted to Coursework or emailed to you. Please submit all files as word documents unless otherwise specified.

Please save all files using the following naming convention:
Lastname_Assignment.doc
For example: Baldinger_ConceptMap.doc

Assessments and Grading:
Your grade will be based primarily on the quality of the assignments mentioned above. We will also take into account attendance and active contributions to class discussions. As with all your work in C&I this year, you may revise and resubmit any written assignment for a higher grade.

We expect that you will turn in all assignments promptly. Please contact us well in advance if you have concerns about completing assignments on time.

You will also be required to get an NCTM student membership. These are available online for $40. This will provide you with access to crucial resources for your teaching career.

University Policies

All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide.
http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm

Students with Disabilities. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site http://studentaffairs.stanford.edu/oaee.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning for instruction: The big ideas</td>
<td>Wiggins &amp; McTighe 2005 Intro and Ch 1 Ball 1993</td>
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<tr>
<td>1/8</td>
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<tr>
<td>2</td>
<td>Common Core State Standards</td>
<td>Progressions Documents</td>
<td>Component 1: Meeting with CT</td>
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<tr>
<td>1/15</td>
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<td><strong>DUE: Tuesday, 1/15 by 9 am</strong></td>
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<tr>
<td>3</td>
<td>Evidence of mathematical proficiency</td>
<td>McCallum 2005 NRC 2001</td>
<td>Bring 2 min video clip to class</td>
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<tr>
<td>1/22</td>
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<td>Component 2: Concept map</td>
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<td><strong>DUE: Tuesday, 1/22 by 9 am</strong></td>
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<td>4</td>
<td>Designing assessments and rubrics</td>
<td>Tomlinson &amp; McTighe 2006 Ch 5 Fukawa-Connelly &amp; Buck 2010</td>
<td>Component 3: Learning segment objectives and rationale</td>
</tr>
<tr>
<td>1/29</td>
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<td><strong>DUE: Tuesday, 1/29 by 9 am</strong></td>
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<tr>
<td>5</td>
<td>Curricular materials and curriculum adaptation</td>
<td>Textbook chapters</td>
<td>Component 4: Culminating Assessment and Rubric</td>
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<td>2/5</td>
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<td><strong>DUE: Tuesday, 2/5 by 9 am</strong></td>
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<tr>
<td>6</td>
<td>Designing learning activities</td>
<td>Jackson et al. 2012 Boaler &amp; Humphreys 2005 Ch 4 and video</td>
<td>Component 5: Learning Calendar</td>
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<tr>
<td>2/12</td>
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<td></td>
<td><strong>DUE: Tuesday, 2/12 by 9 am</strong></td>
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<tr>
<td>7</td>
<td>Connecting curriculum &amp; learning activities with students experiences &amp; interests</td>
<td>Gutstein 2007 Find and read NCTM article related to your students’ experiences and interests</td>
<td>Component 6: Elaborated Lesson Plan</td>
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<tr>
<td>2/19</td>
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<td><strong>DUE: Tuesday, 2/19 by 9 am</strong></td>
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<td>8</td>
<td>Facilitating mathematical discussions</td>
<td>Chapin et al. 2003 Ch 2 Staples 2007 Results section ONLY pp. 171-206</td>
<td>Component 7: Math task debriefs</td>
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<tr>
<td>2/26</td>
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<td><strong>DUE: Tuesday, 2/26 by 9 am</strong></td>
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<tr>
<td>9</td>
<td>Instructional tools: Technology &amp; manipulatives</td>
<td>TBD</td>
<td>Component 8: Commentary</td>
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<tr>
<td>3/5</td>
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<td><strong>DUE: Tuesday, 3/5 by 9 am</strong></td>
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<tr>
<td>10</td>
<td>Learning from Practice</td>
<td>Lampert 1985</td>
<td>Learning Segment due</td>
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<tr>
<td>3/12</td>
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<td></td>
<td><strong>DUE: Thursday, 3/14 by 9 am</strong></td>
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</table>
Readings (available on Coursework)


*Progressions Documents:*

6-8 Statistics and Probability
6-7 Ratios and Proportional Relationships
6-8 Equations and Expressions
High School Statistics
High School Functions
High School Algebra

*Textbook Sections:*

Fireworks. *Interactive Mathematics Program, Year 3,* Key Curriculum Press.
Chapter 8: Quadratics. *College Preparatory Mathematics, Algebra Connections*
Chapter 10: Quadratic Functions. *McDougal-Littell, Algebra 2*
EDU263E: Quantitative Reasoning and Mathematics I
Stanford University, Summer 2013
Mondays 2:45 – 5:30
Wednesdays 1:45– 4:30
Bishop Elementary School, Sunnyvale, CA

Co-Instructors

Holly Pope
hpope@stanford.edu
Office Hours: by appointment

Melissa Kemmerle
kemmerle@stanford.edu
Office Hours: by appointment

Course Objectives:

The EDU263 sequence (three courses E, F, and G) is designed to provide teacher candidates with a coherent set of experiences for mathematics teaching and learning in elementary schools. Through assigned readings, classroom discussions, content-rich mathematics activities, assignments that require data collection in the field placement, and lesson study, you will be supported to make sense of how different parts of your STEP experiences come together to frame this important profession: teaching. Teaching is a complex profession that requires teachers to combine different forms of knowledge and practice to create meaningful learning experiences for their students. The focus of the courses will be placed on building connections among the different types of knowledge necessary for mathematics teaching (e.g., knowledge of content, standards, student learning, learning theories, assessment) in practice. We will conduct a practice-based research project with lesson study in the winter quarter. Teaching will be considered as a collaborative, reflective, and constantly-developing process that is driven by research. We will develop an understanding of effective teaching practices in connection to theory on student learning of mathematics.

For EDU263E, our course experience will focus on student learning of number sense in elementary schools. Through thinking about ourselves as teachers, examining classroom culture and structure, conducting clinical interviews on number concepts, and teaching a mini math-talk lesson, we will set the stage for our development as elementary mathematics teachers.

Connection to Stanford Teacher Education Program (STEP) Mission:
“Stanford Teacher Education Program of the Stanford University School of Education cultivates teacher leaders who share a set of core values that includes a commitment to social justice, an understanding of the strengths and needs of a diverse student population, and a dedication to equity and academic excellence for all students.”

Our thinking of teaching and learning of mathematics has gone through a tremendous shift in the recent decades. As the view of mathematics changes from memorizing facts and formulae to supporting the development of meaningful understanding for individual children, future teachers are expected to have a set of profound knowledge and skills to effectively facilitate children’s learning while their backgrounds vary in significant ways. In the EDU263 sequence, you will be exposed to various cases (via reading, videos, and/or our own experiences from field placement) to continuously think about the issue of diversity and equity in the classroom as mathematics is taught and learned. When mathematics is no longer considered as a set of skills and procedures, pulling together children’s ideas and backgrounds in the classroom becomes essential in their connection-building process and development of meaningful understanding. We will investigate the characteristics of culturally-responsive classrooms for children and families and come to understand how a classroom can be established that is academically rigorous and socially supportive at the same time. In order to provide meaningful learning experiences for children, we will need to have both characteristics as they work to support one another. Through course activities, we will also come to understand that teaching is an intellectually-complex and caring profession, and that teachers need to learn and develop continuously.

Course Grades:

Course grades will be based on attendance, participation in classroom activities (discussion, math content activities, etc.), punctuality and completion of the assignments for the course (description will follow).

1. Classroom participation (reading assignments, discussions, math content activities)  20%
2. Mathstory  20%
3. Student interview analysis  20%
4. Math-talk lesson:
   lesson plan (group grade) 15%
   final group presentation (group grade) 10%
   reflection paper (individual grade) 15%
Course Texts:

Note: Other readings may be given and will be posted on the Google site in advance.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Day 1 Mon, July 1</td>
<td><em>Welcome to EDUC 263 Introduction to the course</em>&lt;br&gt;<em>Norms</em>&lt;br&gt;<em>What's your Mathstory? (Glyphs)</em>&lt;br&gt;<em>Math Activity-Product Game</em></td>
<td><em>VW Ch. 1 (Teaching Mathematics in the 21st Century)</em>&lt;br&gt;<em>VW Ch. 2 (Exploring What It Means To Know and Do Mathematics)</em></td>
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<td></td>
<td>Day 2 Wed, July 3</td>
<td><em>Reading the Common Core State Standards</em>&lt;br&gt;<em>Focus on CCSS Math Practices</em>&lt;br&gt;<em>math activity</em></td>
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<td>2</td>
<td>Day 3 Mon, July 8</td>
<td><em>Preparing for Interview</em>&lt;br&gt;<em>using manipulatives</em>&lt;br&gt;<em>Number Talks</em>&lt;br&gt;<em>Math Activity (Bases)</em></td>
<td><em>VW Ch. 8 (Developing Early Number Concepts and Number Sense)</em>&lt;br&gt;<em>VW Ch. 9 (Developing Meanings for the Operations)</em></td>
<td>Mathstory paper</td>
</tr>
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<td></td>
<td>Day 4 Wed, July 10</td>
<td><em>Math Activity/Beyond Flash Cards Facts Practice (kenken)</em></td>
<td><em>VW Ch. 10 (Helping Students Master the Basic Facts)</em></td>
<td></td>
</tr>
</tbody>
</table>
| Week 3 | Day 5 Mon, July 15 | puzzles, array card games, etc.  
*Addition and Subtraction Math Activities | *VW Ch. 11  
(Developing Whole-Number Place –Value Concepts)  
*VW Ch. 12  
(Developing Strategies for Addition and Subtraction Computation) |
|---|---|---|---|
| Week 3 | Day 5 Mon, July 15 | *Teaching Through Problem Solving  
*Planning Group Lessons  
* Technology in the classroom and for planning | *VW Ch. 3 (Teaching Through Problem Solving)  
*VW Ch. 4 (Planning in the Problem-Based Classroom)  
*VW Ch. 7 (Using Technological Tools to Teach Mathematics) -skim |
| Week 4 | Day 6 Wed, July 17 | *Teaching Group Lesson activity  
*Preparing for Math Talk Lesson assignment | No Readings due today  
Interview Assignment, Due FRIDAY, July 19 |
| Week 4 | Day 7 Mon, July 22 | *Preparing for Math Talk Assignment as needed  
*Multiplication and Algebraic Thinking Math Activities | *VW Ch. 13  
(Developing Strategies for Multiplication and Division Computation)  
*VW Ch. 14 (Algebraic Thinking: Generalizations, Patterns, and Functions) |
| Day 8 | Wed, July 24 | *Math Talk Lesson Presentation *Assessment *Equity *Math activity | *VW Ch. 5 (Building Assessment into Instruction) *VW Ch. 6 (Teaching Mathematics Equitably to All Children) | Math Talk Assignment, DUE Monday, July 29 |
You will interview your CT about teaching a topic in numbers and operations (such as two-digit addition, fractions, or multiplication) at your grade level. It could be something that they are working on now, or something that is coming up in the course. You don’t need to type anything up, but please bring your interview notes to class on October 1.

Possible Questions to Ask:

1. Ask your teacher to identify 2-3 different aspects of LEARNING this topic that they feel their students find challenging. Be specific about common errors and misconceptions students typically have.
2. What does your CT find challenging about TEACHING the topic?
3. What do you find exciting about teaching the topic?
4. How do you know when students understand?
5. What do you do when they don’t understand?
6. Are there any resources you like to use when teaching this topic?

Feel free to add and/or change the questions as you see fit.
Get as much information as possible and take notes. This will help you to plan your unit/CAT. Please note: You will not be required to teach the unit this quarter, but you can if you like.

Be prepared to discuss findings in class on 10/1.
Interview Assignment
Due Friday, July 19, 2013

**Purpose:** 1) To examine students’ attitudes about math, the typical math environment of students. and 2) to observe a student thinking as they complete a brief math activity.

Key Points to Remember:
- This is not an opportunity for you to TEACH students. In other words, if students are struggling with a problem, you should not “help” them. Just let them know that it’s ok and you want them to try their best. This is the only way to see what they are thinking. It’s ok to rephrase or show an example. If you decide to help students complete the task, make sure you indicate that in your analysis.
- Don’t “force” students to participate. Ask them to help you with your homework. It removes the focus from them to you, making the interview less threatening.
- Thank the students for helping you. You can give them something special as a token of your gratitude, such as a healthy snack, a cool sticker or stamp, or even an extra privilege. Talk to your TC about something appropriate.

**Preparation:**
1. At this point, you should have identified at least 3 students of varying levels to interview. The interview should not take more than 20-30 minutes per student. You will ask each student the same questions.
2. With grade level groups, develop your interview questions (protocol). Example questions (you may need to adjust these according to your students’ age, language ability, etc.). Be prepared to rephrase the question without leading students to a particular answer.
   a. Student attitudes about math (2 or 3 questions)
      i. What makes someone good at math?
      ii. Can everybody be good at math? Why do you think that?
      iii. How can someone who is not good at math become good at math? How?
      iv. What is math good for?
      v. When do you use math?
      vi. What do you notice about other students who you think are good at math?
      vii. When do you use math outside of school and homework?
      viii. When do grownups use math?
      ix. Are you good at math? Why/why not?
      x. How do you feel when you take a timed test (for math fact fluency)?
   b. Typical Math Environment (1 question)
      i. Describe your math class. What was math time like?
      ii. What tools did you use in math class?
      iii. Who talked the most about math? The teacher or the students?
Interview Assignment
Due Friday, July 19, 2013

c. Math activity (1 question)-at least one question should be a math activity based on early numeracy development or understanding of operations. Think about tools/manipulatives you may need (calculator, paper, pencil, blocks, etc.)
   i. Formative Assessment throughout chapters 8-12
   ii. Activities throughout chapters 8-12
   iii. You can adapt these to meet your needs. Think of work they have been doing in summer school to help.
   iv. You may also create one of your own, with feedback from Holly or Melissa.
   v. Make sure you ask them to explain their reasoning.

**Product:** The paper should include:
1. Interview protocol: What questions are you asking and why?
2. Your analysis of student responses. The following questions may be helpful:
   a. Thinking about what we’ve read and discussed thus far in class, what have you learned about the students, their abilities and their experiences from this interview?
   b. As a teacher, how would you address each of these?
   c. Are there any patterns or themes among student answers?
   d. Are there misunderstandings that need to be addressed?
   e. What do students seem to know?
   f. What steps would you take with these students in future instruction?
   g. How do you think the classroom environment affects students’ attitudes?
   h. How do you think students’ attitudes affect their success in learning mathematics?
3. 12-point font, no more than 10 pages, double spaced, emailed to both Holly and Melissa.
**Course Objective:**

The EDU263F (Quantitative Reasoning and Mathematics II) course is the second course of the three-course sequence EDU263E, F, and G. We will build on what we have learned in the summer to think carefully about elementary school students’ thinking of mathematics and how different instruction may support their learning meaningfully. In this course, we focus our efforts on planning for instruction and assessment in our placement classrooms. We also use the PACT (Performance Assessment for California Teachers) assessment framework to guide us as we learn to plan a unit. Our content focus will be a review of whole number operations and a thorough explorations of fractions.

Please note: We will adhere to the syllabus as much as possible. However, we are sensitive to the needs of the class, therefore, the syllabus is subject to change.

**Course Grades:**

Course grades will be based on attendance, participation in classroom activities (discussion about the readings, math content activities, etc.), punctuality, and completion of the assignments for the course (see below). We will make our expectations clear and will support you in meeting or exceeding them.

**Google Site:**
All readings (aside from those in the VdW text) will be posted on the google site. We will also post descriptions of assignments as well as resources we use, develop, or discuss in class.

Assignments (detailed descriptions will be given in class and posted on google site):

- Weekly readings and participation
  You are expected to finish all assigned reading prior to the class each week and come to class ready to discuss your ideas.

- CT interview--notes due 10/1
  You will interview your CT about the challenges of teaching a topic in numbers and operations (such as two-digit addition or multiplication) at your grade level. You don’t need to type anything up, but please bring your interview notes to class on October 1.

- Student pre-assessment results-- due 10/15
  Each grade level team will decide on a set of student assessment tasks based on your CT interview, examination of the CCSS, and study of research-based student learning trajectories. They can be hands-on activities, paper-pencil tasks, or a combination of the two. (If you use paper-pencil tasks, please try to observe students as they work and definitely meet with students and have them explain their thinking afterwards.) The pre-assessment should not take more than 15 minutes per student. With the help of your CT, identify a sample of students in the classroom (5 students, including at least one ELL) and assess their understanding.

- Lesson/unit plan--due 11/5
  You will write a group of lesson plans (2-5 lessons) that are based on the results of your pre-assessment, the research we have read in class, and the curricula we have examined throughout the quarter. Ideally, this is a unit you will teach this quarter (although not required). This assignment will be the basis for your CAT for the quarter and we will talk in more detail about the requirements early in the quarter.

- Final CAT--due 11/19

- Final reflection--due 12/7
  This is an opportunity for you to write about anything mathematically interesting that is going on in your classroom. You could write about your favorite math activity, or your most challenging moment. You could write about a small group activity you may have led or observed. You could write about a number talk or a calendar routine. You could write about the curriculum or anything you’d like to process and get feedback about.

Required Texts:

**Other reading assignments found on the google site:**

*Number Talks*, by Parrish, Chapters 1 and 2

*Understanding by Design*, by McTighe & Wiggins, Introduction and Chapter 1

“Inside the Black Box” by Black and Wiliam (on formative assessment)


<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Day 1, Tues 9/24 | *Responsive Teaching  
*Equity, Differentiated Instruction, and RtI  
*Number Talk, Parrish ch. 1-2 discussion, plan number talk  
*CT interview prep in grade level groups  
*Survey: Curriculum Materials | Review VdW chapter 6 on equity (we read in the summer but didn’t have a chance to discuss it)  
Parrish Ch. 1-2 (skim) |                                                              |
| Day 2, Tues 10/1 | *Math Activity  
*How to Plan a Unit  
*Pre-assessment planning | *Understanding by Design intro and Ch. 1 (on our google site)  
CT interview notes due |                                                              |
| Day 3, Tues 10/8 | *Curriculum Program Analysis and Augmentation  
*Math Activity | *Review CCSSM practices and be familiar with CCSSM Content Standards for your grade level  
*Bring in Teacher edition of your CT’s math program |                                                              |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Text</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Day 4, 10/15 | *Math Activity  
*Formative Assessment | Black and Wiliam article                                             | Pre-assessment results due |
| Day 5, 10/22 | *Math Activity  
*Number Routines and Minilessons for math practice  
*Fractions preassessment? | Shifting Roles article                                               |          |
| Day 6, 10/29 | *Math Activity  
*Launch-Explore-Summarize instructional model | Ch. 15 “Developing Fraction Concepts”                               |          |
| Day 7, 11/5  | *Math Activity  
*Asking Questions and Leading Math Discussions | Ch. 16 “Developing Strategies for Fraction Computation”               | Final Unit Plan Due |
| Day 8, 11/12 | *Math Activity  
*Math Workshop, Centers, and Guided Math | Ch. 17 “Developing Concepts of Decimals and Percents”                 |          |
| Day 9, 11/19 | *Math Activity  
*Math Workshop, Centers, and Guided Math Continued | Ch. 18 “Developing Concepts of Proportional Reasoning”                | Final CAT due |
| Day 10, 12/3 | *Math Activity  
*wrap up  
*Look Ahead to Winter Quarter  
*Fractions post assessment | Ch. 23 “Developing Concepts of Exponents, Integers, and Real Numbers” | Final Reflection due 12/7 |
Math Talk Lesson
Due Monday, July 29, 2013

Purpose: To get a “taste” of facilitating a “teaching through problem solving” lesson.
You will work with your grade-level team to plan small group (3-6 students) lesson.

1. [First thing to do!] Consult with your CT to find a time for you to teach (approximately 15 - 30 minutes) the week of July 18-26. Ask your CT to help identify 3 – 6 students of varying math strengths and weaknesses for your small-group instruction and find a room or quiet corner of the classroom for your teaching. You and your placement partner(s) should have different small groups to teach.
2. With your grade level team, choose one of the Exemplar tasks. Do the task yourself.
3. Plan to teach it using the “Before, During, and After” lesson plan template with your grade level team. This should be submitted to Melissa and Holly with ALL of your group member’s names on it.
4. Get materials ready (math manipulatives? pencils and paper?). Set up a video camera for the teaching assignment. Teach the lesson individually, to a different small group. Please help videotape each other’s lessons. PLEASE double and triple check beforehand that the camera works and battery is charged. Also, on the day of recording, please double and triple check that the camera is actually on. We’ve had so many problems with this in the past. It sounds simple, but please make sure you are actually recording video and audio!! Later in the year, you will compare and contrast this video with another math lesson video.
5. As soon as the teaching is over, take a moment to write down your thoughts (about a page—you will turn this in). What do you think went well? What surprised you? What did you learn about student thinking of the topic? About teaching? About facilitating math talk? Is there anything you will do differently if you facilitate this activity again? Why?
6. Write an individual analysis/reflection paper (approximately 3 – 5 pages). This paper will include a short description of the activity you facilitated and a more in-depth discussion of your learning. Please email Holly and Melissa your lesson plan, initial reflection, and paper by Monday, July 29.
7. GRADING (different from syllabus) for Math-talk mini lesson. This is what needs to be turned in:
   • lesson plan (group grade) 15%
   • Initial reflection (individual grade) 10%
   • Lesson analysis paper (individual grade) 15%
<table>
<thead>
<tr>
<th>Planning a Number Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anticipate different methods students might use for solving the problem</strong></td>
</tr>
<tr>
<td><strong>Generate the kinds of questions you will need to be prepared to ask to fully understand and represent a student’s method</strong></td>
</tr>
</tbody>
</table>
Where and When

Tuesdays, 3:15p-6:05p
CERAS204

Instructor

Jennifer DiBrienza
jdbrienza@gmail.com
Office hours: by appointment

Teaching Assistant

Cathy Humphreys
cathyh@stanford.edu
Office hours: by appointment

Course Summary

EDUC 263G is the third in a sequence of courses designed to provide teacher candidates with knowledge of how students understand and reason about mathematics as well as practice in crafting and implementing learning experiences to further their students’ understanding.

In this course we will focus on how children learn number and operations, and it is intended to build on the number work that was done in the first course. We will also discuss the importance of context in supporting student understanding of number and the operations, the role of assessment in identifying students’ learning needs, and the benefits of and strategies for promoting student discourse.

Course Materials

Google Site

Assignment descriptions and additional readings will be posted on the STEP Google site.

Course Textbook


All additional readings will be on the STEP Google site.

**Course Grades**

- Participation: 20%
  Attendance, reading assignments, discussion, math activities
- Norms assignment: 20%
  Observing the norms of your new classroom and writing an analysis
- Problem Solving assignment: 20%
  Planning and teaching a problem to your class
- Number talk analysis: 20%
  Work in partners to conduct a number talk with your class and write up your analysis
- Final Reflection: 20%

**Assignments**

**Weekly reading and participation**
Please complete all readings on time and come to class prepared to discuss them. Each week, before class, be sure to post a brief response to the readings on the google site. Additionally, there are several times throughout the quarter when you will be asked to bring in the results of a classroom observation or samples of student work, or lead instruction in your classroom.

**Norms assignment**
As you begin your new placement and get to know your new CT and students, you will spend some time these first two weeks observing the norms that are already in place.

**Problem-Solving assignment**
After choosing from a group of ‘problems’ that we share with the cohort, you will write a lesson plan for teaching the problem, teach it to the whole class, and analyze how it went.

**Number Talk Lesson and Analysis**
You will conduct a number talk in your new placement and each TC will observe another TC conducting a number talk. You will write up your analysis of both.

**Final Reflection**
Write a paper reflecting on your development and learning as a teacher for the quarter as well as since the beginning of the STEP program.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Activities</th>
<th>Reading Due</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Jan 8</td>
<td>Syllabus, assignments Addition work Place Value</td>
<td>Hiebert - Norms</td>
<td></td>
</tr>
<tr>
<td>Jan 15</td>
<td>Addition/Subtraction Place value Number talks Subtraction models</td>
<td>Fosnot, Ch 5 add/sub Russell - Developing Fluency</td>
<td></td>
</tr>
<tr>
<td>Jan 22</td>
<td>Number Talk jigsaw Multiplication/Division</td>
<td>Ma, Ch 1 Skemp</td>
<td>Norms assignment</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Multiplication/Division Contexts</td>
<td>Fosnot, Ch. 5 mult/div Hiebert –Ch 4 Problem Solving</td>
<td></td>
</tr>
<tr>
<td>Feb 5</td>
<td>Equality/Relational Thinking</td>
<td>Carpenter, p. 1-24 Problem Solving –Ch 5 - VDW</td>
<td>Problem solving assign</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Fractions/Rational Numbers</td>
<td>VDW – Ch 15</td>
<td></td>
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<tr>
<td>Feb 19</td>
<td>Fractions/Rational Numbers</td>
<td>VDW – Ch 16</td>
<td>Number talk analysis</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Fractions Rational Numbers</td>
<td>Russell – Mathematical Reasoning Warrington</td>
<td></td>
</tr>
<tr>
<td>Mar 5</td>
<td>Smart Test Prep Unfinished business</td>
<td>Litton &amp; Wickett, Ch 2 and 7</td>
<td>Final reflection</td>
</tr>
</tbody>
</table>
Problem Solving Assignment
ED263G 2013
Due: February 5th, by the start of class

This assignment is an opportunity for you to try to open up the range of approaches students use to solve a grade-appropriate problem. It involves a different type of problem than your students might be used to and you paying close attention to what you say and don’t say in support of the work. We have selected the problems for you to use and your task will be to plan a lesson around that task, video yourself teaching the lesson and analyze the lesson by reflecting, watching the video and looking at the student work.

Note: When you video record, the focus should be on you and your teaching moves. If possible, the camera should follow you and you should do your best to audio the things you say. The important part is that you are able to look back after the lesson and see/hear what you did and said and how it affected student approaches.

Planning and enacting the lesson
You will start by familiarizing yourself with the problem on your grade level. You may plan the lesson with your grade level team or you may plan it on your own. We will provide a lesson planning template for you to use. Spend time thinking about what your students first reactions to the problem might be, what questions they might ask, what approaches they might take, and what might confuse them.

A problem solving lesson generally has three parts: posing the problem, students working on the problem, and, finally, the whole class discussing the problem.

1) Posing the problem:
   When you pose the problem, leave the problem as open as possible. Make sure the students understand the question but do NOT suggest any approaches at all. This may be very different than what the students are used to, but try to focus on their thinking and help them to visualize the problem, talk through what is happening, think about whether the problem reminds them of anything they’ve done before, etc.

2) Students working on the problem:
   As you are circulating and students are working, be careful not to guide students to a solution or give them hints (remember: the answer is not the focus!). As students ask you questions, or if students say they do not know what to do, here are some questions to ask them:

   How are you thinking about it?
   Can you tell me (repeat) the problem using your own words?
   What is the problem asking you to figure out?
What strategies have you tried?
Can you draw a picture of the problem?

Meanwhile, think about how you might have students share.

3) Whole class discussion of the problem: summarizing
   How will you start the discussion? How will you have students share? There won’t be enough time to have everyone share, so who will you choose, in what order, and why? Will you try to illustrate all of the different strategies you see? Will you randomly choose students who raise their hands? Will you decide ahead of time who will share? Will you choose a few strategies you think would be useful for others to see? How will you handle a student who has an incorrect answer? Or who hasn’t come to a solution yet?

   How will you guide the class to reflect on and summarize the important mathematical ideas and strategies that have emerged during the lesson?

Reviewing and reflecting on you problem solving lesson:

1. As soon as you can after the lesson, write a brief initial memo to yourself as to how it went and what you saw. Did anything surprise you? Did the students do what you expected them to do? Do you think you refrained from guiding them too much?

2. Then watch the video, analyze it, and write a reflection. Your reflection should address the following questions:

   Does the video reflect what you remember happening?
   How well did you hold off on suggesting approaches or ‘giving baby steps?’
   Discuss one thing you said or did that you are really pleased about. Why?
   Discuss one thing you said that you wish you had said differently. What would you have rather said? Why?
   Assuming this type of teaching looked different than what you have been used to, how did it feel? Did you like opening it up? Was it scary?
   Uncomfortable? Exciting? Did you get the results you hoped for or expected? Was it a disaster?

   In total, your reflection should be approximately 3 pages, double spaced.
Three-Quarter Course Overview
The three-course curriculum and instruction sequence (ED 264a, b, & c) is designed to provide preparation for teaching a world language at the middle school and high school levels. The purpose of the full sequence is to, via an examination of research, standards, and practice, prepare future language teachers to understand the process of language acquisition and to use instructional strategies in the classroom that can support the language acquisition process. We will also explore the nature of cultural and content understanding and their implications for curricular and instructional design, and we will develop the habits of mind to evolve as an educator.

At the end of the three-course sequence, future language teachers will:
1. Be able to design effective world language curriculum that is congruent with national and state standards, from full unit planning, to daily lesson planning, and individual task design.
2. Be able to select, adapt, and design materials and classroom activities that support achievement of standards.
3. Be able to plan and implement instructional strategies that result in the development of proficiency in the skills of speaking, listening, reading, and writing across the interpersonal, interpretive, and presentational communicative modes.
4. Use a variety of procedures to assess language proficiency in order to monitor student learning and to inform instruction.
5. Demonstrate the habits of mind to evolve as a teacher and design responsive instruction via principled decision-making, collaboration, experimentation, experience, evidence-based reflection, and revision.

Description of ED 264a Summer Course
At the end of this first of three courses, teacher candidates will:
● Understand the process of second-language acquisition and its implications for designing curriculum and instruction.
● Be able to describe the different levels of proficiency and performance for a language, including their associated language function types.
● Be introduced to local, state, and national world language professional organizations and be able to apply the state and national standards for language learning.
● Be able to design the framework of a full unit and a scaffolded 5-Step Communicative Lesson Plan.
● Develop their skills in collaborating professionally with other colleagues.
● Begin to understand the importance of critical pedagogy in the conceptualization of a language course.

Required Materials for ED 264a Summer Course
● Additional readings will be distributed by instructor or will be available on the web.

Office Hours for ED 264a Summer Course
● Michael: after class by pre-arranged appointment: 6:15-6:35pm, 6:40-7:00pm, 7:05-7:25pm
● Arienne: by pre-arranged appointment

Course Format and Policies
The course will be taught using a lecture/discussion format and will also include the specific modeling of instructional strategies. Students are expected to have completed the assigned sets of readings and any assignments before each class and to be prepared to discuss the readings at each class meeting. A portion of each class will be devoted to questions and comments that students might have about readings as well as to activities that build on the readings themselves. Student attendance is essential as the class will actively participate in the examination of the techniques presented in class, in the analysis and identification of theories underlying instruction, and in the preparation of tasks, activities, collaboration, and materials for teaching world languages.

- If for any reason a student must miss a class, s/he must make arrangements beforehand with the instructor to make up the material covered in class and to hand in the assignment due on that date.
- Any assignment turned in late (i.e., after class time has started) or incomplete during the quarter will lose 50% credit.
All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide.
http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm

Students with Disabilities. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; http://studentaffairs.stanford.edu/oae.

Note: The information below is subject to revision as the course progresses.

### Class 1
**Mon. 7/1**
1. Due: **Teacher Survey** (Google Form)
   http://goo.gl/wy4fL
2. Read: Shrum & Glisan (2010) *Teacher’s Handbook*
   a. Table of Contents
   b. Preface (page ix only)
   c. Preliminary Chapter: Becoming Familiar with the Profession and Expectations for Language Teachers. Provide Reading Responses (7pp)
   a. Table of Contents
   b. Foreword
   c. Preface
   d. Introduction (8pp)
   e. Ch 1: Some Givens About SLA; provide Reading Responses (24pp)

**Topic**
- Orientation
- The World Language Profession
- Intro to Second Language Acquisition Theory

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### Class 2
**Tues. 7/2**
1. Read: Shrum & Glisan (2010) *Teacher’s Handbook*
   a. Ch 1: Understanding the Role of Contextualized Input, Output, and Interaction in Language Learning. Provide Reading Responses (23pp)
   a. Ch 2: Input (16pp)
   b. Ch 3: The Developing System (18pp)
   c. Ch 4: Output (15pp)

**Topic**
- Second Language Acquisition Theory, cont.

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### Class 3
**Wed. 7/3**
1. Read: B. Van Patten (2003) *From Input to Output*
   a. Ch 5: FAQs. Provide Reading Responses (23pp)
   b. Epilogue: Implications for Teaching (11pp)
2. Read: Shrum & Glisan (2010) *Teacher’s Handbook*
   a. Ch 2: Contextualizing Language Instruction to Address Goals of the Standards for FL Learning. Provide Reading Responses (20pp)

**Topic**
- Language Teaching Principles
- Approaches and Methodologies
- Introduction to World Language Standards

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### Long Weekend
<table>
<thead>
<tr>
<th>Class 4</th>
<th>Mon. 7/8</th>
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</table>
| 1. Read: Shrum & Glisan (2010) *Teacher’s Handbook*  
   a. Ch 3: Organizing Content and Planning for Integrated Language Instruction. Provide **Reading Responses** (27pp)  
   2. Watch: Annenberg Foundation’s video on the Five C’s (60min)  
   Refer to “Viewing Chart” if desired; no activities required.  
| • National Standards for Language Learning: ACTFL’s Five C’s  
• California World Language Content Standards  
• Alignment with Common Core Standards  
• Intro to Unit Design |
| 3. Read: National ACTFL Standards & Learning Scenarios for your language:  
   ✓ Spanish, p475-518 (40pp)  
   ✓ French, p246-286 (43pp)  
   ✓ Chinese, p158-198 (40pp)  
   ➔ will be made available by instructor  
5. Read: Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards (17pp)  
|  

<table>
<thead>
<tr>
<th>Class 5</th>
<th>Tues. 7/9</th>
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</table>
http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf  
3. Read: BAFLP’s description of “Language Functions” (3pp)  
➔ will be made available by instructor  
| • Assessing Language Proficiency  
• Language Functions  
|  

<table>
<thead>
<tr>
<th>Class 6</th>
<th>Wed. 7/10</th>
</tr>
</thead>
</table>
| 1. Due: Design 1<sup>st</sup> draft of **Standards-Based Unit** mapped to California and National ACTFL standards  
2. Read: BAFLP’s “5 Steps of a Communicative Lesson Plan” document (6pp)  
➔ will be made available by instructor  
| • The 5-Step Communicative Lesson Plan |

<table>
<thead>
<tr>
<th>Class 7</th>
<th>Thurs. 7/11 (shortened)</th>
</tr>
</thead>
</table>
| 1. Read: Reagan & Osborn *The Foreign Language Educator in Society*  
   b. Ch 9: Toward a Critical Foreign Language Pedagogy (7pp)  
   c. Provide **Reading Responses**  
   ➔ will be made available by instructor  
| • Critical Pedagogy  
• 5-Step Lesson Workshop & Conferences  
| 2. Due: 1<sup>st</sup> draft of **5-Step Communicative Lesson Plan** planned out to meet with instructor and colleagues.  
|  

<table>
<thead>
<tr>
<th>Class 8</th>
<th>Fri. 7/12 (extended)</th>
</tr>
</thead>
</table>
| 1. Due: Final draft of **Standards-based Unit**  
2. Due: Final draft of **5-Step Communicative Lesson Plan**  
| • Presentations of Unit and 5-Step Communicative Lesson Learning Segments  

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**Course Grade Weighting:**  
✓ 5% Language Survey  
✓ 25% Reading Responses  
✓ 25% Class Participation  
✓ 20% Standards-Based Unit  
✓ 25% 5-Step Communicative Lesson Plan
ED 264b: Curriculum and Instruction in World Languages  
Stanford Teacher Education Program  
Fall 2013  
Instructors:  
Michael M. Silva  mikesilva@me.com  
Helene Chan:  vipchan@aol.com  

Three-Quarter Course Overview  
The three-course curriculum and instruction sequence (ED 264 a, b, & c) is designed to provide preparation for teaching a world language at the middle school and high school levels. The purpose of the full sequence is to, via an examination of research, standards, and practice, prepare future language teachers to understand the process of language acquisition and to use instructional strategies in the classroom that can support the language acquisition process. We will also explore the nature of cultural and content understanding and their implications for curricular and instructional design, and we will develop the habits of mind to evolve as an educator.

At the end of the three-course sequence, future language teachers will:  
1. Be able to design effective world language curriculum that is congruent with national and state standards, from full unit planning, to daily lesson planning, and individual task design.  
2. Be able to select, adapt, and design materials and classroom activities that support achievement of standards.  
3. Be able to plan and implement instructional strategies that result in the development of proficiency in the skills of speaking, listening, reading, and writing across the interpersonal, interpretive, and presentational communicative modes.  
4. Use a variety of procedures to assess language proficiency in order to monitor student learning and to inform instruction.  
5. Demonstrate the habits of mind to evolve as a teacher and design responsive instruction via principled decision-making, collaboration, experimentation, experience, evidence-based reflection, and revision.

Description of ED 264b Fall Course  
At the end of this second of three courses, teacher candidates will be able to:  
- Design and implement research-based instructional strategies for acquisition of vocabulary, communicative functions, and grammar structures.  
- Design and implement research-based instructional strategies and lesson plans for promoting acquisition of language in the four skills of reading, listening, speaking, and writing across the interpersonal, interpretive, and presentational communicative modes.  
- Design and plan an appropriately sequenced and scaffolded 5-Step Communicative Lesson Plan.  
- Collaborate with colleagues and reflect critically after implementing their lessons.

Required Materials for ED 264b Fall Course  
- Online Appendices to Shrum & Glisan (click “Select a Chapter”):  
- Additional readings will be distributed by instructor or will be available on the web.

Further Recommended Resources  
- “WL Resources STEP C&I Collaboration” webpage:  
  https://docs.google.com/document/d/1q12MbW7LaJqXEpeHXGBzyRoujhUoNUqd0qCgBoAJsl4/edit  
- University of Texas at Austin’s “Foreign Language Teaching Methods”  
  http://coerll.utexas.edu/methods/  
- Annenberg’s “Teaching Foreign Languages K-12 Workshop”  
  http://www.learner.org/resources/series201.html  
- The Center for Advanced Research on Language Acquisition (CARLA)  
  http://www.carla.umn.edu/index.html

Instructor Office Hours  
- Michael: after class on Tuesdays by pre-arranged appointment:  6:15-6:35pm, 6:40-7:00pm, 7:05-7:25pm  
- Helene: after Supervisory on Wednesdays by pre-arranged appointment:  6:15-6:35pm, 6:40-7:00pm, 7:05-7:25pm
Course Format and Policies

The course will be taught using a lecture/discussion format and will also include the specific modeling of instructional strategies. Students are expected to have completed the assigned sets of readings and any assignments before each class and to be prepared to discuss the readings at each class meeting. A portion of each class will be devoted to questions and comments that students might have about readings as well as to activities that build on the readings themselves. Student attendance is essential as the class will actively participate in the examination of the techniques presented in class, in the analysis and identification of theories underlying instruction, and in the preparation of tasks, activities, collaboration, and materials for teaching world languages.

- If for any reason a student must miss a class, s/he must make arrangements beforehand with the instructor to make up the material covered in class and to hand in the assignment due on that date.
- Any assignment turned in late (i.e., after class time has started) or incomplete during the quarter will lose 10% credit per day.
- All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide.
  http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm
- Students with Disabilities. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE).

Fall Quarter Assignment Weighting:

1. Five Teachers – 5%
2. Comprehensible Input presentation – 10%
3. Listening Task – 10%
4. Reading Task – 10%
5. Speaking Task – 10%
6. Writing Task – 10%
7. Class Participation – 10%
8. Teaching Reflections – 5%
9. Five-Step Lesson Plan – 30%

Note: The information below is subject to revision as the course progresses. Please refer to online version.

<table>
<thead>
<tr>
<th>Class 1 9/24</th>
<th>Reading and Assignments Due</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <strong>Re-Read</strong>: SWLP/BAFLP’s 5-Step Communicative Lesson Plan document (p1-11) (11pp)</td>
<td></td>
<td>● 5-Step Communicative Lesson Plan (revisited)</td>
</tr>
<tr>
<td>4. <strong>Further Resources:</strong></td>
<td></td>
<td>● Comprehensible Input &amp; Teaching in the Target Language</td>
</tr>
<tr>
<td>● Lemov, D. &amp; Atkins, N. (2010) <em>Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2 10/1</td>
<td></td>
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</tr>
<tr>
<td>2. <strong>Read</strong>: Shrum &amp; Glisan Online Appendices:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● 4.3 Effective Elementary &amp; Middle School Language Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● 4.4 Immersion Teaching Strategies Observation Checklist</td>
<td></td>
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<tr>
<td>● 4.5Themative Planning Web (in book)</td>
<td></td>
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<tr>
<td>● 4.7 Semantic Map (in book)</td>
<td></td>
<td></td>
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<tr>
<td>● 4.8 Tree Map (in book)</td>
<td></td>
<td></td>
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<tr>
<td>● 4.9 Venn Diagrams to Illustrate Similarities and Differences</td>
<td></td>
<td></td>
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<tr>
<td>● 4.10 Story Map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Read</strong>: SWLP/BAFLP’s 5-Step Communicative Lesson Plan document, p12-18 (“Then &amp; Now” to end) (7pp)</td>
<td></td>
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</tr>
<tr>
<td>5. <strong>Due</strong>: come in with a strong idea for a Comprehensible Input lesson to teach in your placement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 3 10/8</th>
<th>Reading and Assignments Due</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Due</strong>: Comprehensible Input Presentation Demonstration</td>
<td></td>
<td>● Comprehensible Input Candidate</td>
</tr>
</tbody>
</table>
### Demonstrations

**Class 4**  
10/15 (shortened: 3:15-5:35)

2. **Re-Read**: ACTFL Performance Descriptors For Language Learners (2012) Interpretive Mode Rubric  
3. **Read**: Shrum & Glisan Online Appendices:  
   - 6.2 Interactive Model Used with an Authentic Spanish Reading (in book)  
   - 6.3 Interactive Model Used With a Semi-Scripted English Audio Segment (with audio)  
4. **Recommended**: browse/add relevant links to the “WL Resources STEP C&I Collaboration” webpage  
5. **Due**: come in with a strong idea for a **listening**-focused task to teach in your placement |

**Class 5**  
10/22

| 1. **Due**: Listening Task  
2. **Read**: Shrum & Glisan Appendices:  
3. **Re-Read**: Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards (Reading standards only)  
5. **Due**: come in with a strong idea for a **reading**-focused task to teach in your placement  
6. **Recommended**: For Chinese teachers: TED Talk “Learn to read Chinese…with ease!” www.ted.com/talks/shaolan_learn_to_read_chinese_with_ease.html (6min)  
7. **Recommended**: browse/add relevant links to the “WL Resources STEP C&I Collaboration” webpage  
8. **Further Resources**:  
   - Schoenbach, Greenleaf, and Murphy (2012) *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*  
   - Fox, Mem (1993) *Radical Reflections: Passionate Opinions on Teaching, Learning, and Living* |

**Class 6**  
10/29

| 1. **Due**: Reading Task  
5. **Read**: Shrum & Glisan Online Appendices:  
   - 7.1.0 Sample Lesson in Story-Based Language Learning: PACE Model (and corresponding materials: 7.1.1-7.1.15)  
6. **Due**: come in with a strong idea for a **grammar**-focused task to teach in your placement |

**Class 7**  
11/5

| 1. **Due**: Grammar Task  
3. **Read**: Shrum & Glisan Online Appendices:  
   - 8.2 Instructional Conversation Discourse in a Foreign Language Class: Feature Description (in book)  
   - 8.3 A Sample Instructional Conversation (in book)  
   - 8.4 Common Spanish Gambits (Spanish teachers only)  
   - 8.5 Eine Geschichte erzählen |

**Teaching for Acquisition of**

- **Class 4** Listening Skills
- **Class 5** Reading Skills
- **Class 6** Grammar
- **Class 7** Speaking Skills
### Class 8
#### 11/12
1. **Due:** Speaking Task
4. **Read:** Shrum & Glisan Online Appendices:
   - 9.1 Learning Strategies Used by Students of Arabic
   - 9.2 Writing Process Questionnaire (Native Language)
   - 9.3 Foreign Language Writing Process Questionnaire
   - 9.4 Checklist for Preparing the Writing Task
   - 9.6 Adapted version of ECCO
   - 9.7 Adapted version of EASE
   - 9.8 Original Story: An Oral and Written Presentational Practice
   - 9.9 Peer and self analysis worksheet for peer revision
   - 9.10 Peer Response Sheet
   - 9.11 My Revision Plan
   - 9.12 Holistic Scoring for AP French Writing
   - 9.13 ESL Composition Profile
   - 9.15. Multiple Trait Scoring Guide
   - 9.16 Oral Presentation Rubric
   - 9.17 Children’s Literature Presentational Project (Spanish teachers only)
   - 9.18 Multimedia Rubric (in book)
5. **Re-Read:** ACTFL Performance Descriptors For Language Learners (2012) Presentational Mode Rubric
6. **Re-Read:** Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards (Writing standards only)
7. **Due:** come in with a strong idea for a writing-focused task to teach in your placement
8. **Recommended:** browse/add relevant links to the “WL Resources STEP C&I Collaboration” webpage

### Class 9
#### 11/19
(Shortened:)
1. **Due:** Writing Task
2. **Due:** Five-Step Lesson Plan: Overview

- **Teaching for Acquisition of Writing Skills**
- **Five-Step Lesson Plan Support**
| Class 10 12/3 | Due: Your two Teaching Reflections  
1. Due: Seven Teachers  
2. Due: Five-Step Lesson Plan: Complete; be prepared to present overview of lesson to class | Five-Step Lesson Plan Presentations  
Nuts & Bots Advice: Getting the Semester Started  
Wrap-up |
ED 264c: Curriculum and Instruction in World Languages
Stanford Teacher Education Program
Winter 2012
Instructors:
Michael M. Silva:  mikesilva@me.com
Helene Chan:  vipchan@aol.com

Three-Quarter Course Overview
The three-course curriculum and instruction sequence (ED 264 a, b, & c) is designed to provide preparation for teaching a world language at the middle school and high school levels. The purpose of the full sequence is to, via an examination of research, standards, and practice, prepare future language teachers to understand the process of language acquisition and to use instructional strategies in the classroom that can support the language acquisition process. We will also explore the nature of cultural and content understanding and their implications for curricular design. We will develop the habits of mind to evolve as a teacher via principled decision-making, collaboration, experimentation, experience, evidence-based reflection, and revision.

At the end of the three-course sequence, future language teachers will:
1. Be able to design effective world language curriculum that is congruent with national and state standards, from task design, to daily lesson planning, to full unit planning.
2. Be able to select, adapt, and design materials and classroom activities that support achievement of standards.
3. Be able to plan and implement instructional strategies that result in the development of proficiency in the skills of speaking, listening, reading, and writing across the interpersonal, interpretive, and presentational communicative modes.
4. Use a variety of procedures to assess language proficiency in order to monitor student learning and to inform instruction.
5. Demonstrate the habits of mind to evolve as a teacher and design responsive instruction via principled decision-making, collaboration, experimentation, experience, evidence-based reflection, and revision.

Description of ED 264c Winter Course
At the end of this third of three courses, teacher candidates will be able to:
● Design instruction for the promotion of language acquisition through the teaching of culture and content.
● Critically approach the design of world language curriculum in order to effectively teach for cultural and content understanding.
● Design instruction at the level of a comprehensive unit.
● Understand the purposes and types of assessments, assess student work, understand the importance of reflection in student and teacher practice, and be able to respond to assessment.
● Improve their ability to utilize and integrate technology into instruction.
● Tailor and differentiate instruction for diverse learners.
● Design curriculum and instruction for heritage learners of a language.
● Implement a variety of strategies for teacher sustainability and maximization of instructional time.
● Develop a plan for continued professional growth as a teacher of world languages.

Required Materials for ED 264c Winter Course
● Additional readings will be handed out, available as PDFs on our course website, or will be on Stanford’s online library

Office Hours for ED 264c Winter Course
● Michael: after class by pre-arranged appointment: 6:15-6:35pm, 6:40-7:00pm, 7:05-7:25pm
● Helene: after class by pre-arranged appointment: 6:15-6:35pm, 6:40-7:00pm, 7:05-7:25pm

Course Format and Policies
The course will be taught using a lecture/discussion format and will also include the specific modeling of classroom pedagogies. Students are expected to have completed the assigned sets of readings and any assignments before each class and to be prepared to discuss the readings at each class meeting. A portion of each class will be devoted to questions and comments that students might have about readings as well as to activities that build on the readings themselves. Student attendance is essential as the class will actively participate in the examination of the pedagogies.
presented in class, in the analysis and identification of theories underlying instruction, and in the preparation of tasks, activities, collaboration, and materials for teaching world languages.

- If for any reason a student must miss a class, s/he must make arrangements beforehand with the instructor to make up the material covered in class and to hand in the assignment due on that date.
- Any assignment turned in late (i.e., after class time has started) or incomplete during the quarter will lose 10% credit per day.
- All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. [Link]

**Students with Disabilities.** Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site [Link].

<table>
<thead>
<tr>
<th>Reading and Assignments Due</th>
<th>Topics</th>
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<tbody>
<tr>
<td><strong>Class 1 1/10</strong></td>
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</table>
| 1. **Reading**: Wiggins & McTighe (2005) *Understanding by Design*  
  a. All Front Matter sections  
  b. Ch.1 “Backward Design” p13-34  
  c. Ch.2 “Understanding Understanding” p35-55  
  d. Ch.3 “Gaining Clarity on Our Goals” p56-81  
  e. Ch.4 “The Six Facets of Understanding” p82-104 | • Orientation to Quarter  
• Designing a Unit Using Backward Design  
• Understanding Big Ideas and Essential Questions |
| **Class 2 1/17**            |        |
| 1. **Reading**: Omaggio Ch.8 “Teaching for Cultural Understanding” p345-389  
  a. Ch.5 “Critical Curriculum Development in the Foreign Language Classroom” p70-82  
  b. Ch.6 “Foreign Language Teaching as Social Activism” p83-92 | • Culture and Community Standards  
• Critical Pedagogy  
• Unit Design, Cont. |
| **Class 3 1/24**            |        |
| 1. **Reading**: Omaggio Ch.9 “Classroom Testing” p390-455  
  2. **Reading**: Wiggins & McTighe (2005) *Understanding by Design*  
  a. Ch.7 “Thinking Like an Assessor” p146-171  
  b. Ch.8 “Criteria and Validity” p172-190  
  3. **Reading (Chinese)**: Familiarize yourself with the AP language & culture course description (p1-14)  
  4. **Reading (Spanish)**: Familiarize yourself with the AP language course description (p1-11). You may also want to examine the AP literature course description section. | • Assessment Design: Purposes, Types, Design, Rubrics |
| **Class 4 1/31**            |        |
| 1. **Assignment Due**: Assessments Design  
  2. **Come Prepared With**: Bring in copies of an assessment you recently gave students. Please bring any accompanying materials (task description, rubrics/scoring guide, etc.) and some work samples from the students in your placement, along with any feedback you gave to the students. Bring in 6-9 representative student work samples:  
  a. 2-3 student work samples representative of a **high** level of achievement or an **exceeding** of your goals.  
  b. 2-3 student work samples representative of a **meeting** or near-meeting of your goals.  
  c. 2-3 student work samples representative of a **lack** of achievement of your goals. | • Responding to Assessments: Analyzing Student Work, Teacher & Student Reflecting, Giving Feedback, Next Steps |
| **Class 5 2/7**             |        |
| 1. **Reading**: Reagan and Osborn *Foreign Language Educator in Society*. Ch.3 “Whose Language is Real? Language Variation and Language Legitimacy” p33-53  
Further Resources

- Center for Applied Linguistics: [http://www.cal.org/topics/fl/heritage.html](http://www.cal.org/topics/fl/heritage.html)
- See Valdés [1995, 2000a, 2000b] and Valdés & Geoffrion-Vinci [1998] for discussions of the language characteristics of immigrants and heritage language speakers

### Class 6
2/14

1. **Assignment Due:** Heritage Language Learner Course Scope and HL Task
2. **Video:** Watch the Annenberg video “Valuing Diversity in the Learners” (30min). Click the little brown VoD icon. For English subtitles, click the CC icon in the corner of the video. [http://www.learner.org/workshops/tfl/session_06/analyze.html?pop=yes&pid=2113#](http://www.learner.org/workshops/tfl/session_06/analyze.html?pop=yes&pid=2113#)
4. **Reading:** Theisen, Toni “Differentiated Instruction in the Foreign Language Classroom: Meeting the Diverse Needs of All Learners” p1-8
5. **Reading:** Haley, M. H. (2001), “Understanding Learner-Centered Instruction from the Perspective of Multiple Intelligences” p355-367

### Class 7
2/21

1. **Assignment Due:** Seating Chart and Differentiated Tasks
2. **Assignment Due:** Placement Tech Inventory

### Class 8
2/28 (short)

1. **Reading:** Summary PDF on UbD
2. **Assignment Due:** Unit Plan Draft #1

### Class 9
3/6 (long: 3:15-7:15)

1. **Assignment Due:** Unit Plan Draft #2
2. **Come Prepared To:** Teach Comprehensible Input Presentation Demonstration. Bring in hard copy of Comp. Input lesson docs, including scoring guide, for each classmate and instructor.

### Class 10
3/13

1. **Assignment Due:** Sub Plan
2. **Come Prepared To:** Browse the text *Teach Like a Champion* and find one tip or strategy that you found useful. Bring in a hard copy of the strategy to share, and be prepared to give a brief (5min) explanation of the strategy to the class.

by 3/20

1. **Assignment Due:** Personal Professional Development Plan
2. **Assignment Due:** Unit Plan Draft #3

### Course Grade Weighting:

1. Participation and Reading Responses – 10%
2. Assessments Design – 10%
3. Heritage Language Learner Course Scope and HL Task – 10%
4. Sub Plan – 10%
5. Placement Tech Inventory – 10%
6. Seating Chart and Differentiated Tasks – 10%
7. Unit Plan – 25%
8. Comprehensible Input Presentation Demonstration – 5%
9. Personal Professional Development Plan – 10%

- **Differentiated Instruction and Student Motivation**
- **Open Technology Tutorial for WL Teaching**
- **Collaborate with Peers**
- **Meet with Instructors**
- **Teaching Demonstrations**
- **More Nuts & Bolts Advice**
- **Personal Sustainability**
- **The World Language Teacher Professional: The Community & Personal Growth**
- **No class**
ED 264: Métodos y materiales en los salones bilingües

Pre-otoño / Otoño 2013

Instructor: Claudia Rivas
crivas@stanford.edu
(773) 780-6655 Horario de consulta: con cita

pre-otoño (8/19 – 9/17)
lunes 12:30 – 1:30 p.m. (CERAS 435)
martes 2:15 – 3:45 p.m. (CERAS 204)

otoño (9/26 – 12/12)
jueves 1:30-3:00 p.m. (CERAS 308)
viernes 12:30-1:30 p.m. (CERAS 308)

Course Description:
This course is designed to prepare elementary teacher candidates who are pursuing Bilingual Authorization and plan to teach in Spanish-English bilingual programs. ED 264E was developed taking into account the state’s required teacher preparation standards for bilingual authorization in the areas of language, culture, theory and methodology for the instruction of bilingual children. Taught in both English and Spanish, this course explores theories, research, and methods related to the effective instruction of Spanish-English bilingual students in grades K-8 in different bilingual settings. An overarching goal of the course is to help candidates grow in their ability to communicate in Spanish with students, families, and colleagues. The first part of the class focuses on building an understanding of how language works and how the language of schools is constructed, developed, and taught in classrooms. The second part of the course focuses on understanding the linguistic and cultural diversity of bilingual students. This includes exploring the foundations of bilingual education and how to develop connections with linguistically and culturally diverse families. The final part of the course uses these understandings to explore the pedagogical implications for teaching Spanish-speaking students in bilingual contexts. Students learn about effective methods for native language literacy and practice adapting English materials for use in bilingual classrooms. Through readings, discussions, and assignments this course explores issues especially pertinent to bilingual authorization teacher candidates, including effective practices to assess, support, and advocate for bilingual students.

Students with Documented Disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: http://studentaffairs.stanford.edu/oae).

Objetivos del curso
Los candidatos de maestro/estudiantes van a poder:

1. Crecer en su habilidad al comunicar efectivamente en español con estudiantes, familias y colegas.
2. Describir los contextos lingüísticos de su sitios de práctica (salón y escuela).
3. Empezar a construir una perspectiva aditiva para desarrollar el lenguaje académico como uno de los repertorios lingüísticos de los estudiantes.
4. Empezar a conocer las leyes y pólizas que afectan la educación bilingüe y los estudiantes que están adquiriendo el inglés. Aprender sobre los varios modelos de programas bilingües.
5. Poder identificar y desarrollar conexiones entre la escuela y el hogar (los padres de familia).
6. Aprender sobre métodos eficaces de enseñar la lectoescritura en español. Poder encontrar, adaptar y crear materiales para enseñar en salones bilingües.
7. Tener conocimiento de prácticas para efectivamente evaluar a los estudiantes bilingües.
8. Tener conocimiento de prácticas que utilizan maestros bilingües para apoyar a sus estudiantes.

Textos:


Las lecturas no incluidas en los textos estarán disponibles en la página de Google Sites de la clase.

Asignaciones (información adicional será proporcionada después):

1. Perfil lingüístico de tu sitio de práctica – Esta asignación te proporciona la oportunidad para conocer las fortalezas y necesidades lingüísticas de tus estudiantes. El perfil consiste de cuatro partes: análisis de nivel de la escuela, nivel del salón, nivel instructivo y tus reflexiones.  
*Fecha de entrega: 17 de septiembre (Semana 5)*

2. Perfil estudiantil – Esta asignación es una oportunidad para conocer a un estudiante bilingüe más allá de los números. El perfil incluirá información académica y lingüística, además de información obtenida en entrevistas con el estudiante elegido y con un miembro de la familia del estudiante.  
*Fecha de entrega: 20 de octubre (Semana 9)*

3. Lección de lectoescritura en español – Esta asignación te requiere que adaptes materiales en inglés para planear y enseñar una lección de lectura o escritura en español. La lección debe ser grabada.  
*Fecha de entrega: 10 de noviembre (Semana 12)*

4. Reporte de progreso académico de un estudiante – Esta asignación te requiere que describas (en español) el progreso de un estudiante a sus padres. Debe incluir muestras del logro académico en lectoescritura y otras materias además de anécdotas descriptivas de como el estudiante funciona en el salón.  
*Fecha de entrega: 8 de diciembre (Semana 15)*

Calificaciones

- Participación y asistencia – 30%
- Perfil lingüístico de sitio de práctica – 20%
- Perfil estudiantil – 20%
- Lección de lectoescritura en español – 20%
- Reporte de progreso académico -10%
## Temas y lecturas

### Semanas 1 – 5: Conocimiento del bilingüismo y los fundamentos del lenguaje

<table>
<thead>
<tr>
<th>Semana</th>
<th>19 de agosto: 1:30 – 2:30 p.m. (CERAS 435)</th>
<th>20 de agosto (CERAS 204)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>Orientación al curso y recursos para desarrollar el español usado en el ambiente escolar</td>
<td></td>
</tr>
<tr>
<td><strong>Objetivos</strong></td>
<td>*Identificar recursos para desarrollar el español usado en el ambiente escolar</td>
<td>*Identificar maneras de hablar de sus propios repertorios lingüísticos * Reflexionar en los contextos que afectan el uso de dialectos o lenguajes y reconocer que los estudiantes vienen a la escuela con una variedad de repertorios lingüísticos</td>
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<table>
<thead>
<tr>
<th>Semana</th>
<th>26 de agosto 1:30 – 2:30 p.m. (CERAS 435)</th>
<th>27 de agosto (CERAS 204)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>Fundamentos lingüísticos y ejemplos de cómo funcionan en el medioambiente escolar – primera parte</td>
<td></td>
</tr>
<tr>
<td><strong>Objetivos</strong></td>
<td>*Analizar cómo las estructuras del lenguaje funcionan juntas para formar los repertorios lingüísticos de los maestros y los estudiantes * Empezar a construir una perspectiva aditiva para desarrollar el lenguaje académico como uno de los repertorios lingüísticos de los estudiantes</td>
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### Sesión adicional: Repaso para CSET LOTE
Fecha: jueves, 29 de agosto  
Hora: 6:15-7:15 p.m. (CERAS 204)
<table>
<thead>
<tr>
<th>Semana 3</th>
<th>2 de septiembre: día feriado</th>
<th>3 de septiembre (CERAS 204)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tema</td>
<td></td>
<td>Fundamentos del lenguaje y ejemplos de como funcionan en el medioambiente escolar – segunda parte</td>
</tr>
</tbody>
</table>
| Objetivos|                             | *Analizar como las estructuras del lenguaje funcionan juntas para formar los repertorios lingüísticos de los maestros y los estudiantes  
*Empezar a construir una perspectiva aditiva para desarrollar el lenguaje académico como uno de los repertorios lingüísticos de los estudiantes |
| Lectura requerida para esta fecha |                             | (Igual que la semana pasada)  

<table>
<thead>
<tr>
<th>Semana 4</th>
<th>9 de septiembre (CERAS 302)</th>
<th>10 de septiembre (CERAS 204)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tema</td>
<td>Salones como sitios multidialecticos y bilingües</td>
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</table>
| Objetivos| *Explicar las complejidades en definir el bilingüismo  
*Describir los contextos lingüísticos de sus sitios de práctica (salón y escuela) |                             |

<table>
<thead>
<tr>
<th>Semana 5</th>
<th>16 de septiembre (CERAS 435)</th>
<th>17 de septiembre (CERAS 204)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tema</td>
<td>¿Qué es el lenguaje académico?</td>
<td></td>
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</tbody>
</table>
| Objetivos| *Describir como el lenguaje académico es definido y usado en la escuela.  
*Escribir objetivos de lenguaje para requisitos lingüísticos en un plan de la lección |                             |
| Asignacion es debidas |                             | Perfil lingüístico de tu sitio de práctica |
### Semanas 6 – 9: Conocimiento de la diversidad cultural y lingüística de los estudiantes bilingües

<table>
<thead>
<tr>
<th>Semana 6</th>
<th>jueves, 26 de septiembre  (CERAS 308)</th>
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</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>Programas y pólizas que afectan la educación bilingüe</td>
</tr>
</tbody>
</table>
| **Objetivos** | *Describir los distintos programas bilingües y las ventajas de modelos aditivos que sostienen el primer lenguaje*  
*Empezar a conocer las leyes y pólizas que afectan los programas y los estudiantes bilingües* |
Chapter 1 Introduction (pp. 1-5)  
Chapter 2 Who are the Emergent Bilinguals? (pp. 6-22)  
Chapter 3 Programs and Policies for Educating Emergent Bilinguals (pp. 23-36) |

<table>
<thead>
<tr>
<th>Semana 7</th>
<th>3 y 4 de octubre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>Lenguaje y el bilingüismo</td>
</tr>
</tbody>
</table>
| **Objetivos** | *Describir la base de investigación que apoya el desarrollo bilingüe*  
*Describir principios para apoyar el desarrollo en un segundo lenguaje* |
Chapter 4 Language and Bilingualism: Theoretical Constructs and Empirical Evidence (pp. 37 – 52)  

| Presentación de lectura juvenil: ________________________ |

<table>
<thead>
<tr>
<th>Semana 8</th>
<th>10 y 11 de octubre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>Conexiones entre la escuela, el hogar y la comunidad</td>
</tr>
</tbody>
</table>
| **Objetivos** | *Explicar factores que impiden participación o reconocimiento de la participación familiar en escuelas*  
*Explicar ventajas de involucrar padres y la comunidad en la escuela y tener estrategias para hacerlo* |
Chapter 7 Involving Parents and Communities (pp. 92 – 102)  
administrators (pp. 90-96). Excerpt from.

<table>
<thead>
<tr>
<th>Presentación de lectura juvenil:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semana 9</th>
<th>17 y 18 de octubre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>Conexiones entre la escuela, el hogar y la comunidad</td>
</tr>
</tbody>
</table>
| **Objetivos** | *Explicar factores que impiden participación o reconocimiento de la participación familiar en escuelas  
*Explicar ventajas de involucrar padres y la comunidad en la escuela |
Chapters 5 and 6 (pp. 94-139) |
| **Asignaciones de lectura requerida** | Presentación de lectura juvenil:  |
| **Perfil estudiantil (20 de octubre)** |  |

<table>
<thead>
<tr>
<th>Semana 10</th>
<th>24 y 25 de octubre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>Enseñanza de lectura en español</td>
</tr>
</tbody>
</table>
| **Objetivos** | *Describir métodos para enseñar lectura en español  
*Crear y adaptar materiales para enseñar lectura en español |
Capítulo 4 La historia de la enseñanza de la lectoescritura en español y en inglés (pp. 86 - 102)  
Capítulo 5 Los métodos para enseñar la lectura en español (pp. 103 – 127) |
| **Presentación de lectura juvenil:** |  |

<table>
<thead>
<tr>
<th>Semana 11</th>
<th>31 de octubre y 1 de noviembre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>Enseñanza de lectura en español y libros que son culturalmente relevantes</td>
</tr>
</tbody>
</table>
| **Objetivos** | *Describir métodos para enseñar lectura en español  
*Encontrar, crear y adaptar materiales para enseñar lectura en español |
Cáptítulo 6 El enfoque basado en principios para la enseñanza de la lectura (pp. 128 – 156) |
<table>
<thead>
<tr>
<th>Semana 12</th>
<th>7 de noviembre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>Enseñanza de escritura en español</td>
</tr>
</tbody>
</table>
| **Objetivos** | *Describir métodos para enseñar escritura en español  
*Crear y adaptar materiales para enseñar escritura en español |
Capítulo 7 La enseñanza efectiva de la escritura (pp.157 - 185)  
Capítulo 8 Las etapas y los niveles del desarrollo de la escritura (pp. 186 – 215)  
| **Presentación de lectura juvenil:** |  |
| **Asignacion es debidas** | Lección de lectoescritura en español (10 de noviembre) |

<table>
<thead>
<tr>
<th>Semana 13</th>
<th>14 y 15 de noviembre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>Evaluación de alumnos bilingües</td>
</tr>
</tbody>
</table>
| **Objetivos** | *Explicar retos de evaluar el rendimiento escolar de estudiantes bilingües  
*Describir prácticas para efectivamente evaluar a estudiantes bilingües |
Chapter 8 Assessments (pp. 103-118)  
| **Presentación de lectura juvenil:** |  |

<table>
<thead>
<tr>
<th>Semana 14</th>
<th>21 y 22 de noviembre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tema</strong></td>
<td>El currículo en salones bilingües</td>
</tr>
</tbody>
</table>
| **Objetivos** | *Explicar distintas formas en que los dos lenguajes son usados en el currículo bilingüe  
*Explicar métodos y prácticas utilizadas en salones bilingües |
| para esta fecha | Chapter 12 Bilingualism in the Curriculum (pp. 289-311)  
Chapter 13 Bilingual Education Pedagogy and Practices (pp. 312 – 336) |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Presentación de lectura juvenil: _______________________________</td>
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</table>

<table>
<thead>
<tr>
<th>Semana 15</th>
<th>5 de diciembre</th>
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</thead>
<tbody>
<tr>
<td>Tema</td>
<td>Prácticas de maestros bilingües eficaces</td>
</tr>
<tr>
<td>Objetivos</td>
<td>*Tener conocimiento de prácticas que utilizan maestros bilingües para apoyar a sus estudiantes</td>
</tr>
<tr>
<td>Asignaciones debidas</td>
<td>Reporte de progreso académico a los padres (8 de diciembre)</td>
</tr>
</tbody>
</table>
The assignment provides an opportunity for you to investigate the language background of students you are working with, their linguistic strengths and needs, the language demands of the classroom, and the efforts being made by the school to meet their needs. The length should be approximately 5-7 single spaced pages.

Your task: Write a linguistic profile of your placement in four parts:

1. School level
2. Classroom level
3. Instructional level
4. Your reflections

Below are a series of guiding questions to help you to develop a full picture of the linguistic context of your current school placement. You may chose to respond to the questions point-by-point or you can provide a narrative text that responds generally to these guiding questions. You should make your best effort to find the information requested here, but if you cannot, please cite or document the reasons that you were not able to find the information (e.g. “the CELDT has not been given yet this year, so I will be providing last years’ scores.”  Or  “Our school does not have a full-time ELD specialist on staff.”)

Part 1: School level:
You can get some of the school-level information in the California Department of Education website (Ed-Data), http://www.ed-data.k12.ca.us/welcome/asp. Click on School link, at the bottom of the column that says “REPORTS.” Navigate to your school by selecting county, district, and finally school.

- What is the total student enrollment at the school? What percentage of the school’s student population is made up of English language learners?
- What languages do the ELs at your schools speak? What are the countries of origin of the ELs in this school?
- You can use a table like the one below to indicate the percentage of ELs from specific language communities at the school in relation to a) the total school enrollment; b) the total EL enrollment:

<table>
<thead>
<tr>
<th>ELs who speak…..</th>
<th>% of total school enrollment</th>
<th>% of school’s EL enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etc…..</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Professor George Bunch, UCSC
You may need to interview an administrator at the school (e.g., EL specialist, principal, vice-principal) to get some of the following information you won’t find in Ed-Data. I would suggest doing this in conjunction with other STEPPies at your school site.

- What kind of courses do ELs take? Are they enrolled in English Language Development (ELD) courses? Who teaches them? Do they pull students out of their class to work with an ELD specialist? Or does the ELD specialist “push in?”
- In what ways is the CELDT (California English Language Development Test) used in your school? Are other language assessments also utilized?

**Part II: Classroom Level:**
For the classroom level data, your CT will be an excellent source of information, although she or he might not have all the information on hand. You can also use students as informants for questions about their country of origin and linguistic background.

- Describe the class you are focusing on. (i.e. Grade level? How many students in the class? Etc.)
- What is the linguistic background of the students in this class?
- How many students are officially designated “English Learner” (EL) or “Limited English Proficient” (LEP)? Do you know how many were previously classified EL or LEP and are now “reclassified Fluent English Proficient (FEP or RFEP)”?
- What are the countries of origin of students in your class, and what languages do they speak? Can you find out what region of their country of origin they are from and if they speak any languages indigenous to that country? (e.g. Mayan or Mixteco from Mexico, Teochew from China)
- Do students who are not designated as EL speak other languages/dialects? If so, what do they speak? Why they are not officially considered ELs? (e.g., initially classified as fluent English proficient [IFEP], re-designation)
- Disregarding institutional labels (ELL, FEP, etc.), are there students in the class, regardless of place of origin or languages spoken, who seem to struggle with the language demands of the classroom? Elaborate why you think so.

**Part III: Instructional Level:**
From a linguistic perspective, think about what might be hard for students to do in the classroom.

- What are the “language demands” of the classroom?
- Under what circumstances (individual response, small groups, whole group, oral presentation, etc.) are students called upon to process and understand oral language?
- What kinds of things are students expected to vocalize?
- What kinds of things must students read and write?
- Considering these language demands, which ones seem to be challenging for the class as a whole? For specific students? For specific groups of students?
• What other information seems to be relevant, either to you or to your cooperating teacher, regarding the language backgrounds and skill development of the students in your placement?

Part IV: Your Reflections
Reflect on the process of gathering the above information.

• Make some explicit links between what you have learned about your placement and what you know about linguistic diversity in the classroom and the challenges facing us as educators.
• How might you begin to address these challenges in your teaching?
• What would you like to investigate further to help you address these challenges?
• Consider setting some professional goals for yourself in response to CSTP 3.6 - Addressing the needs of English learners and students with special needs to provide equitable access to the content.

Evaluation Criteria:

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>(10 pts. Each)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes accurate information (gathered from students, cooperating teachers, at least one other school official and CDE website)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focused</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addresses the questions listed above with details and specific examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects on the experience of collecting the data and articulates important questions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLANNING TEMPLATE

Course ____________________
Grade ______________
Date _________________

STANDARD(S):
Include the Next Generation Science Standard(s) (NGSS) that you are addressing with your lesson planning. (http://www.nextgenscience.org/search-standards-dci)

<table>
<thead>
<tr>
<th>Practices</th>
<th>Core Ideas</th>
</tr>
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<tbody>
<tr>
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</table>

LANGUAGE:
Specify the language students will use in this lesson.

<table>
<thead>
<tr>
<th>Scientific and Academic Vocabulary</th>
<th>How would you explain it in everyday language?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

OBJECTIVES:
• What I intend for students to be able to do today and the evidence of their understanding. Points to consider:
  a. What kind of thinking will kids engage in (i.e. Bloom’s Taxonomy)?
  b. Which idea (i.e. NGSS core ideas) will they be thinking about?
  c. How are students demonstrating this thinking (i.e. Literacies: talking, writing, representing, doing)?
  d. Which NGSS practices, if any, are integrated?

BIG PICTURE:
• The big picture into which today’s objectives nest temporally (yesterday’s learning, tomorrow’s learning, the unit) and conceptually (i.e essential question).
ANTICIPATED LITERACY DEMANDS

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text difficulties?</td>
<td>Science Writing Heuristic?</td>
<td>What are the questions?</td>
</tr>
<tr>
<td>Reading Strategies?</td>
<td>Sentence starters?</td>
<td>What are the norms?</td>
</tr>
<tr>
<td>Scientific Vocabulary?</td>
<td>Thinking routines?</td>
<td>Your talk moves?</td>
</tr>
<tr>
<td>Academic Vocabulary?</td>
<td>Instructional rubrics?</td>
<td>Getting students to talk?</td>
</tr>
</tbody>
</table>

Based on your knowledge of your students, what do you anticipate they will struggle with while (reading, writing, discussing) and how will you respond to this? What might be their literacy strengths and how will you leverage these? Think about these as you write your agenda.

AGENDA:

<table>
<thead>
<tr>
<th>TIME</th>
<th>STUDENT/TEACHER TASK</th>
<th>ASSESSMENT</th>
<th>NOTES, MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>T: introduces Day /S: Work in groups to place questions on their task cards</td>
<td>• circulate and ask question, “What is your reason for…?” • students share out</td>
<td>*use for listing of instructional materials, needs &amp; special notes</td>
</tr>
<tr>
<td>**Use for detailed directions of activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT:
Which of the embedded formative assessments in your agenda will give you data about the extent to which each student has mastered your highest priority objective? Additionally, what would full understanding look like on this assessment? In other words, what would a student have to say, do, draw, or write to show full understanding?

NOTES:
What were the successes and failures of this lesson? How will you improve it next year?
COURSE SYLLABUS: SCIENCE CURRICULUM & INSTRUCTION

COURSE INFORMATION

<table>
<thead>
<tr>
<th>267 (A) Summer C &amp; I Location CERAS #300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of July 1: M, T, W 3:15 – 6:05</td>
</tr>
<tr>
<td>Week of July 8: M, T, W, Th, F 3:15-6:05</td>
</tr>
<tr>
<td>Course Website: <a href="http://stepscience.stanford.edu">http://stepscience.stanford.edu</a></td>
</tr>
</tbody>
</table>

INSTRUCTION INFORMATION

<table>
<thead>
<tr>
<th>Bryan A. Brown, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office</strong>: 228 CERAS (650) 725-4662</td>
</tr>
<tr>
<td><strong>Office</strong>: <a href="mailto:brbrown@stanford.edu">brbrown@stanford.edu</a></td>
</tr>
<tr>
<td><strong>Office Hours</strong>: by appointment between 9am-5pm</td>
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</table>

<table>
<thead>
<tr>
<th>Andrew Wild</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office</strong>: CERAS 225 (510) 520-0097</td>
</tr>
<tr>
<td><strong>Office</strong>: <a href="mailto:awild@stanford.edu">awild@stanford.edu</a></td>
</tr>
<tr>
<td><strong>Office Hours</strong>: by appointment between 9am-5pm</td>
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</tbody>
</table>

Only a small part of teaching is visible to a student or an observer. Teaching is a more complex process than it appears and most people underestimate the amount of knowledge that good teaching requires. For most people, teaching is thought to be mostly about knowing the science and telling it in such an engaging way that the students will actually listen. For if the students listen well, it is supposed, they will learn and understand. In contrast, over the course of this academic year you will develop knowledge and skills for teaching for understanding in a number of fields. You will develop a theoretical framework for effective science teaching, and you will learn how to translate that framework into effective instructional decisions for the secondary school students with whom you are working. We will work back and forth between theory and practice as well as between two aspects of instruction: (1) individual aspects of teaching and (2) whole class aspects.

In ED 267-A the emphasis will be on learning to plan a sound pedagogical framework. Together we will develop the teaching decisions and a plan for a ‘Science Learning Segment’. To make these planning decisions, you will use what you already know about science, science teaching, and student learning. We will continue to assess what you know, and reflect upon new ideas, as you rethink ideas about instruction and students as learners. One of the primary learning goals for the summer course is for you to construct a basic understanding of some of these subtle pedagogical decisions.

The ED 267-B and ED 267-C courses provide further education regarding the knowledge bases and work of successful teaching. These courses will intertwine the fundamental concepts established in this introductory course. In this way the sequence of courses differs from traditional science courses where you “finish” a topic and move on. Teaching students science will be our focus throughout, but you will assume more and more
responsibility for the teaching and be held to more complex and higher standards.

You will become a member of several professional communities, for example, your ED 267 community and the school where you will be placed to do field work. As a member of these communities you assume responsibility to your instructors and peers and to your mentor teacher and students. This professional responsibility is more substantial than the responsibility that you have had for your own learning as a student.

Learning Goals

The Science C&I program instructors have outlined several overarching goals for STEP graduates. Below we list these goals and explain ED-267 A’s role in helping you attain them. We expect that you will, over the year, apply with increasing insight and effectiveness what you have learned in ED 267 to your teaching decisions and that this new knowledge will be evident in your teaching practice, from planning and executing to assessing and reflecting.

Working with and learning about students

Through your field experiences, you will have opportunities to work with many students, many of whom will be different from the student that you were. You will use techniques to find out who your students are, and how to plan specifically for their learning. Broadly speaking, we will work on understanding what makes individual students tick and identify routines and policies that support student engagement in learning, not just participation, in a well-managed classroom. Management and motivation will be issues that are addressed in several courses in STEP as well as the many aspects of teaching that affect management and the quality of a classroom learning community.

You will learn how to diagnose what your students seem to understand (i.e. “where they are at”) relative to the learning goals planned for them. You will assess what they understand vis-à-vis what is intended for them to learn, every time you teach and/or talk with students. In this way you will know better what they should do next to build the intended understandings and skills. That is, you will conduct assessment FOR learning much more often than assessment OF learning.

Working with and learning more about the subject matter...the science

Knowing the content of science is not enough; effective teachers must understand science at a depth that allows them to make effective decisions regarding the best way both to introduce students to scientific ideas and to help them construct a deep understanding. We will consider what students are to learn and why they are to learn it. We will unpack the science to discover what is likely to be difficult for our students to understand and why. In this way we will discover the most useful ways to scaffold their building of new understandings. In this unpacking we will examine the science conceptions, the language(s) of science and the nature of the subject. We will be interested in not only WHAT science says, but also in why we are persuaded that it is useful and reliable.
knowledge. In doing this you may well find yourselves reorganizing your own understanding both of some science conceptions and of what science is, so that it is more useful for you as a teacher.

**Working with and knowing more about the process of learning**

One of the most important ideas to fuel the decisions teachers make is the notion of how people learn and remember. As a simple example, if someone believes that people learn best by listening, that person will probably construct plans for teaching that involve the teacher giving information and students paying attention and listening, and will focus on how to help students become better listeners. We will examine various aspects of learning theory from the field of cognitive science on how people learn and the evidence that has been built over the last thirty years plus in support of this theory. We will examine the implications for teachers and teaching, which have particular relevancy to science learning. This topic will surface in other courses in STEP; so, again, C&I is not your only opportunity to encounter and understand these ideas.

**Working with, knowing more about, and gaining skills in the work that teachers do**

Often conversations about teaching revolve around one’s “teaching style” as if effective teaching practice is an individual matter, and a new teacher’s job is to seek his/her own “teaching style”. While empathetic to this view, and persuaded that our individuality counts in teaching, we want you to learn that deep foundations of successful teaching practice are broad, grounded and recognized. You will become familiar with the six California Standards for the Teaching Profession and learn to use them both to assess, and to push, your own progress as a teacher over the year. We will use the basic course texts to understand who to plan for, how to plan, how to enact, how and why to gather data about what the students are understanding in class, how to reflect and modify plans and ideas, and how to build a classroom community. Again, C&I is not the only course where you will encounter these ideas.

**The In-School Experience:**

Your in-school experiences in Stanford University’s Teacher Education Program (S.T.E.P.) are always directly linked to your Practicum course as opposed to the Curriculum and Instruction class. The summer experience with the middle school children is no exception. In this first experience, however, you are not “student teaching” in the traditional sense. With several of you in the same room, with the same students, the idea is for you to learn how to work alongside students so they are able to tell you what they seem to understand. We want you to find out what they know about the topic at hand, so you can make sound decisions about what you can do to help them build upon their current understanding. We want you to use every opportunity to speak with individual students to discover what prior understanding, experiences, interests, dreams and fears, and social issues they are bringing with them to science class. You will be encouraged to seek their strengths, as well as what they need to gain from science class. In short, we want you to discover who they are as individuals.
Two assignments link our C&I course with this summer school experience by asking you to explore the learners. You should speak with the science teachers and ask for 20-30 minutes of class time to gather data about your students on Wednesday, July 3rd. Overall, this C & I course seeks to provide you an introduction to the intellectual practice of teaching.

**SUMMER C & I**

The summer session of curriculum and instruction (ED 267A) will provide an opportunity for participants to develop a fundamental understanding of the basics of instructional planning. This brief course will provide an overview of ideas that we will revisit over the course of the academic year. We will work towards knowing how to plan and implement a component of teaching. This means:

a. Knowing what to teach, and knowing what goals are worthwhile and appropriate for students;

b. Creating mechanisms so students in the end can demonstrate they have learned what you have planned for them to learn;

c. Gathering data about your students’ strengths, backgrounds, and interests to support their learning.

d. Creating instructional tasks to engage students in learning.

This quarter you will take what you already know about how to teach and consider it in the context of the students you are coming to know. In addition you will develop tools that will help you adapt to any teaching situation you may find yourselves in. These tools include:

a. The development of an understanding of current models for planning, assessing teaching and instructional strategy.

b. The development of an understanding of how to use continuous assessment to stay in touch with your students.

c. The development of an understanding of how to come to know your students.

The models for planning will help you organize larger pieces of instruction in effective ways. Taking the time to know your students is a necessary element in your development as a teacher.
SUMMER C & I: ASSIGNMENTS, DUE DATES, GRADING, AND EXPECTATIONS

The summer session of curriculum and instruction (ED 267A) will provide an opportunity for participants to begin to develop an understanding of the basics of instructional planning. The models for planning will help you organize larger pieces of instruction in effective ways. Taking the time both to know your students, and to restructure your own science knowledge, are necessary elements in your development as a teacher.

Course Readings:


DeBoer, G.(1990)*The History of Ideas in Science Education* [Chp.1-3].
### ASSIGNMENTS

<table>
<thead>
<tr>
<th>#</th>
<th>ASSIGNMENTS</th>
<th>DUE DATE</th>
<th>ASSESSMENT</th>
<th>% Of GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Response to Course Materials</td>
<td>T 7/2/13</td>
<td>Credit / No Credit</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>20-Second Story &amp; PodCast</td>
<td>F 7/5/13</td>
<td>Credit / No Credit</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>Pre-Assessment: Design, Deliver, &amp; Analyze Data</td>
<td>T 7/9/13</td>
<td>Credit / No Credit</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Instruct &amp; Analyze</td>
<td>TBD</td>
<td>Credit / No Credit</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>Practicum Tasks: Reading Comprehension &amp; Graphic Analysis</td>
<td>W 7/10/13</td>
<td>Credit / No Credit</td>
<td>5%</td>
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<tr>
<td>6</td>
<td>Personal Science Text</td>
<td>Th 7/11/13</td>
<td>Credit / No Credit</td>
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<tr>
<td>7</td>
<td>Letter Writing Task</td>
<td>F 7/12/13</td>
<td>Credit / No Credit</td>
<td>10%</td>
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<tr>
<td>8</td>
<td>Final Product Planning</td>
<td>SAT 7/13/13</td>
<td>Rubric</td>
<td>35%</td>
</tr>
</tbody>
</table>

*** All assignments will be submitted and returned via Coursework

### ASSIGNMENT # 1: DESCRIPTION OF INDIVIDUAL ASSIGNMENTS

A WRITTEN RESPONSE TO THE ED 267A SYLLABUS

After the first class, you are asked to write a two-page (double-spaced) paper that provides a response to the course materials. In this response, you might provide your general reflections on the course design and themes. Please include any questions that may emerge regarding the course assignments. You may consider asking questions about what you may want further information about or are not crystal clear about regarding the expectations of the course. This might include your comments regarding what feels satisfying or disconcerting, or the extent to which it works. Additionally, you may note where your expectations of what you anticipated learning in C & I will be met or not. This assignment should be submitted via Coursework by the start of class (3:15) Tuesday July 2, 2013.

**DUE DATE:** This assignment is due by 3:15 on Tuesday July 2, 2013. **GRADE:** C/NC -- 10%

### ASSIGNMENT # 2: A 20-SECOND STORY + A VIDEO (YouTube & Vimeo) VERSION OF IT

You will write a 20-second story for your learning segment. You will create a videotape of
you narrating this 20-Second story that will be hosted on the course website. This video can be turned in on a CD, by sending a link of your video (YouTube & Vimeo preferred), DVD, or by using a Memory Stick. Additionally, you will have 10 people visit the site and comment on your 20-second story using comment section on YouTube. For those of you who cannot upload the video, we will upload the videos after the class on Thursday. We will use these responses as a component of our class in the days after the assignment is submitted. This assignment must be turned into the teaching team 3:15 on Friday, July 5, 2013.

**DUE DATE:** The video is due by 3:15 on Friday, July 5, 2013. GRADE: C/NC, 10%

**ASSIGNMENT # 3: PRE-ASSESSMENT- DESIGN, DELIVER, & ANALYZE DATA**

**PART 1: DESIGN & DELIVER**

You will develop a pre-assessment item designed to provide valuable information about ‘who’ your students at Columbia Middle School are. This pre-assessment will be designed to identify two types of things about your students:

Background Information: Who are your students as people outside school, what are their strengths, loves, hopes, dreams, fears, accomplishments, etc.?

Content Information: What do your students know about the subject that will help you improve your teaching.

Candidates should talk with their mentor (on Day Two of summer school) about scheduling about 15 minutes of time to administer this pre-assessment.

**PART 2: ANALYZING THE RESULTS**

After you have developed the pre-assessment, you will use it with your students during the first week of our course (please negotiate the exact time & date with your cooperating teacher). These instruments are designed to provide valuable information about individual students in your Middle School. In order to make it useful, however, you will have to collect their responses both for analysis and for use. This assignment it to collect the following materials and analyze them:

- The pre-assessment “instrument” as amended and given at school,
- The set of student responses you collected (copies or originals are acceptable)
- An analysis of what you have learned from reviewing the students’ responses to the pre-assessment. This should include:
  - An overview of the most common types of responses
  - An indication of where these types of response might come from
  - A description of how you can use the variety of responses provided by students as a resource to support learning.
  - A description of how you might be able to use the information you
have gained to connect your students to the planned curriculum, and help them to succeed in the class.

v. What strengths do you note in your students’ responses that could be used as a resource for your teaching?

**DUE DATE:** This assessment assignment is due by 3:15 on Tuesday July 9, 2013.
GRADE: C/NC -- 10%

**ASSIGNMENT #4 A: INSTRUCT AND ANALYZE - INSTRUCT**

**Instruct**

Although effective instruction involves more than standing in front of students and telling them what you would like them to know, direct instruction does have a place in educating young people. This assignment involves an opportunity for you to teach your C&I Peers. In groups (TBD), you will be assigned to teach the big ideas from a variety of literature. After reading your assigned chapters, you will work with your group to design a 15-minute learning segment to teach your C&I classmates about the key ideas from the chapters you read. We will want to know that you understood the key issues in the reading, and you will want to know the extent to which your peers understood those ideas. We will videotape this instructional episode for you to use for an analysis activity. Each member of your group should play an equal role in the design and execution of this activity.

**GROUP ASSIGNMENTS**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>ASSIGNED READINGS TO TEACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>DeBoer, G. (1990) This History of Ideas in Science Education [Chp. 1-3]</td>
</tr>
</tbody>
</table>
You will use the analysis form on our course website to analyze the results of your teaching experience.

DUE DATES: Each of the groups will teach their lesson, in chronological order. The analysis of your teaching is due on the day after you teach your section by 3pm. For example, if you teach on Tuesday, your analysis of your teaching is due Wednesday by 3pm. Use the analysis form on the course website.

GRADE: C/NC. 10% Points will be assigned for completion of both tasks.

ASSIGNMENT #5: PRACTICUM TASKS: READING COMPREHENSION & GRAPHIC ANALYSIS

1. Reading Comprehension

Another critical component of students’ learning involves their ability to read and comprehend science text. This is a critical skill that all of your students will need to master. In order to help them learn this skill, you will engage them in a 5 to 15 minute activity that is designed to help students improve their reading comprehension. You will create handouts that give students an opportunity to complete 1 of the following two tasks:

a. Reading Comprehension Task A: “What they are Really Saying is...” In this activity to will assign a short textbook reading passage for your students to read. After they read the text, you will have them translate the science text into short paragraphs written in their own language. To write their 1 paragraph interpretation of the text, students will use the sentence starter “What they are ‘really’ saying is ....”

b. Reading Comprehension Task B: Change the Audience! In this activity you will assign a short textbook reading passage for your students to read. After they read the text, you will have them create a short written description of what they read. However they will re-write their paragraph in a variety of alternative literate forms. Student can choose to re-write the text in the following forms:

   i. A Song
   ii. A Poem
   iii. A News Article
   iv. A Magazine Article

2. Graphic Analysis

In this activity you will prepare a task that is designed to help students develop an improved understanding of graphic representations. This activity will be used as a model for your future instruction regarding students’ graphic analysis skills. This activity will include your production of two instructional materials:

   (a) Create a Graphic Analysis Toolbox: This is a 1 page list of analysis skills your
students will use analyze and critique data representations. This toolbox is a document that students can refer to during analysis (e.g. reminding students to read the key of a diagram).

(b) Create an Activity: You will create a 5 to 10 minute activity that will provide students with an opportunity to analyze a chart or diagram of some type. This activity does not need to use all of the skills of the toolbox, but the skills described on the toolbox should provide sufficient knowledge for students to successfully complete the analysis task.

DUE DATES: Each of the groups will teach their lesson, in chronological order, on Wednesday July 10, 2013.

GRADE: C/NC. 10% Points will be assigned for completion of both tasks.

***** First, you will do this with a partner. 1 person will be responsible for doing the reading activity, another person will conduct the graphic analysis activity. You will analyze the data collectively and submit individual analyses. Each individual will submit an analysis of the results that is no longer than 1-page single-spaced. Discuss this assignment with your teacher to establish a time to conduct the task.

ASSIGNMENT #6: PERSONAL SCIENCE TEXT

Although textbooks provide the primary source of science text-based content for students, teachers often rely on a variety of resources to gain a richer understanding of the science content being taught. Teachers transform their content knowledge for teaching, extending it to incorporate pedagogical content knowledge. As an exercise to transform your science content understanding in this way, you will write a “Personal Science Text.” This text is a written description of all of the science concepts and ideas that are associated with the concept you are teaching Ideally, this text could serve as the primary source of academic content for the teacher. It will include all of the science ideas in a coherent and detailed fashion that will ultimately serve as a resource for the teacher as they plan to teach the content.

Part #1: Science Language Text for Teacher

DUE DATES: This is due in class by 3:15pm on Thursday July 11, 2013. GRADE: C/NC. 15% Points will be assigned for completion of both tasks.

ASSIGNMENT #7: LETTER WRITING TASK

We will read 3 additional articles along with the reading we will do for the Instruct and Analysis task. Those readings include:


Since California is in process of reconstructing it’s Science Content Standards, you will use the content of these articles to help you write a short, crisp letter to State Superintendent of School Jack O’Connell. In that letter you will make specific recommendations about the following: (a) Who should decide what science gets taught in schools? (b) What concepts and key ideas should be taught in high schools, using one high school science course, as an example? (c) Why every California citizen-to-be should learn science and (d) How your suggestions will help the students and the State of California. This letter should be between 2-5 pages double-spaced and should be directly written to the State Superintendent.

DUE DATES: This is due by e-mail by 3:15pm on Friday July 12, 2013. GRADE: C/NC. 10% Points will be assigned for completion of both tasks.

ASSIGNMENT #8 FINAL PRODUCT OF THE COURSE:

We will together construct the first two parts of a plan for a learning segment, to span several lessons, for some typical ninth graders about “Osmosis”. We chose “Osmosis” as a phenomenon that is connected to all three science disciplines, biology, chemistry and physics. We will be using the principles of “Backward Planning” as described in *Understanding by Design*, the course text. These beginning parts of a plan for a learning segment will be the start of a template for developing a “curriculum unit” that you will use for classroom instruction with your science students from here on.

You will work on drafts of the pieces of this assignment in class, using us as resources, as well as at home. The pieces of the plan that you make will grow and develop to a final copy as you apply both feedback from us and new understandings as the course unfolds.

Note: We expect and intend you to come and talk to us about it, and we also expect that you will need to revise your work from feedback that you receive from us as the course goes along. We hold both these expectations if you are to push and promote your own progress in becoming a teacher. These expectations, then, are to support you in that progress.

**PART 1:** WHAT YOU WANT THE STUDENTS TO COME TO UNDERSTAND

To structure what you want the students to come to understand about osmosis you will complete 5 pieces:

1. Some results from the use of the pre-assessment probe.

2. The rationales for teaching this topic and why high school students might want to learn it.

3. A written “20 second story” about the concept of “Osmosis”
4. A written “Science Text for Teachers”

5. Your “Goals for Understanding” written in both scientific vocabulary and ordinary, everyday language. These goals will be a set of small paragraphs that represent an unfolding of understanding about “Osmosis”, in which the results of the pre-assessment are addressed, and that include some arguments from evidence that support why we trust the explanation of science for some real world phenomenon.

Details about each of these components of the plan are provided below.

PART 2: WHAT THE STUDENTS WILL DO TO DEMONSTRATE AND ARTICULATE THAT THEY DO HAVE THAT UNDERSTANDING IN THE END.

To decide what they will do to demonstrate and articulate that they have, in fact, built the understanding you intended in the end, you will create two pieces of work:

6. A summative assessment task that students would do, in class, to demonstrate and articulate their understandings of what you intended for them.

7. A rubric method of assessing the evidence of understanding provided by the completion of that summative assessment task. _______________________

DUE DATE: GRADE:

This completed assignment with all parts and versions is due no later than Sat. July 13 at 2:00pm

This project earns 35% of the quarter’s grade. A 7-item rubric is provided, with the expectation and intention that you will reach levels 2 or 3 on each item. 35% means that your work reached that level of achievement. Any Level One rating will cause a 5.5% reduction.

CALENDAR

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Session #1</td>
<td>Session #2</td>
<td>Session #3</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
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<td>10</td>
<td>11</td>
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<td>Session #4</td>
<td>Session #5</td>
<td>Session #6</td>
<td>Session #7</td>
<td>Session #8</td>
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</tr>
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</table>

IMPORTANT REFERENCES
<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>WEBSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The California Science Education Standards</td>
<td><a href="http://www.cde.ca.gov/be/st/ss/scmain.asp">http://www.cde.ca.gov/be/st/ss/scmain.asp</a></td>
</tr>
<tr>
<td>The National Science Education Standards</td>
<td><a href="http://www.nap.edu/readingroom/books/nses/">http://www.nap.edu/readingroom/books/nses/</a></td>
</tr>
<tr>
<td>and Learning.</td>
<td></td>
</tr>
<tr>
<td>Knowing What Students Know: The Science and Design of Educational Assessment</td>
<td><a href="http://www.nap.edu/books/0309072727/html/">http://www.nap.edu/books/0309072727/html/</a></td>
</tr>
<tr>
<td>Virtual Labs &amp; Simulations</td>
<td><a href="http://phet.colorado.edu/en/simulations/category/new">http://phet.colorado.edu/en/simulations/category/new</a></td>
</tr>
<tr>
<td>Lesson Plan Exchanges</td>
<td><a href="http://www.teachers.net/cgi-bin/lessons/sort.cgi?searchterm=Science">http://www.teachers.net/cgi-bin/lessons/sort.cgi?searchterm=Science</a></td>
</tr>
<tr>
<td>How Students Learn: Science in the classroom</td>
<td><a href="http://www.nap.edu/catalog/11102.html">http://www.nap.edu/catalog/11102.html</a></td>
</tr>
<tr>
<td>The Next Generation Science Standards</td>
<td><a href="http://www.nextgenscience.org/">http://www.nextgenscience.org/</a></td>
</tr>
</tbody>
</table>
# RUBRIC ASSESSMENT OF THE FINAL PRODUCT

**NAME OF CANDIDATE:** ________________________________

<table>
<thead>
<tr>
<th>Description of learners</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no description of the learners. Or, the description focuses solely on their deficiencies.</td>
<td>The description of the learners presents the class’ general strengths, interests, challenges, and backgrounds, using examples from specific students to highlight some of the patterns.</td>
<td>The description of the learners presents the class’ general strengths, interests, challenges, and backgrounds in detail, using examples from specific students to highlight most of the patterns.</td>
<td>All of Level 3 and strengths, interests, backgrounds, or challenges of some students provide nuance to the class patterns.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issues and resources</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no list of the resources needed for instruction.</td>
<td>There is a vague list of some resources needed for instruction.</td>
<td>There is a detailed list of resources needed for instruction and a description of the broader issues that impact the classroom climate.</td>
<td>All of Level 3 and a description of the broader issues that impact the teaching of these concepts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is essentially only one reason presented for why the concepts should be taught.</td>
<td>There is more than one clear rationale for why it should be taught, at least one of the rationales concerns why students might want to learn the ideas based on students’ interests and/or backgrounds.</td>
<td>Level 2 AND integration of Osborne &amp; Monk (2000) and/or Mutegi (2011).</td>
<td>All of Level 3 AND using Osborne &amp; Monk (2000) and/or Mutegi (2011) convincingly.</td>
<td></td>
</tr>
</tbody>
</table>

### Essential Question

**Characteristics:**

- Can be answered from multiple viewpoints.
- Based on the core ideas of the discipline.
- Has connections to the world outside of school.
- Is written in everyday language.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The essential question possesses 1 characteristic listed above.</td>
<td>The essential question possesses 2 characteristics listed above.</td>
<td>The essential question possesses 3 characteristics listed above.</td>
<td>The essential question possesses 4 characteristics listed above.</td>
</tr>
<tr>
<td>Overview</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
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</tr>
<tr>
<td>Practices, core ideas, and essential questions are disparate.</td>
<td>There is an <em>inchoate</em> explanation of the coordination of core ideas and scientific practices to facilitate students’ understanding of the essential question.</td>
<td>There is a <em>clear</em> explanation of the coordination of core ideas and scientific practices to facilitate students’ understanding of the essential question, <em>citing evidence from the NGSS framework</em>.</td>
<td>Level 3 AND additional <em>research and theory</em> is accurately used to justify the plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Performance Task and Assessment Guide</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Performance</td>
<td>Final performance task clearly maps on to the objectives.</td>
<td>Level 1 AND requires students to think at the level of application or above on Bloom’s taxonomy.</td>
<td>Level 2 AND multiple literacies are needed to complete the task.</td>
<td>Level 3 AND clearly addresses the essential question.</td>
</tr>
<tr>
<td>Rubric or assessment guide</td>
<td>The rubric is present but it does not clearly correspond to the final performance task or differentiate categories.</td>
<td>The rubric differentiates categories that reflect the possible levels of mastery of the objectives and it clearly corresponds to the final performance task.</td>
<td>Level 2 AND The rubric is written in student-friendly language.</td>
<td>Level 3 AND All of the levels and criteria are general enough that they do not “give” students the “right answer,” but they are specific enough to assess students consistently.</td>
</tr>
<tr>
<td>Language</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td></td>
<td>Consists only of scientific vocabulary.</td>
<td>Consists of scientific and academic vocabulary.</td>
<td>Words are not explained in everyday language; i.e. only an expert would be able to understand their meaning.</td>
<td>Words are explained clearly, such that a non-expert could understand them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerations:</td>
<td>In the objectives, (a) core idea(s) is/are present, but it is not clear what type of thinking students are engaging in or how they are demonstrating this thinking through literacies.</td>
<td>In the objectives, (a) core idea(s) is/are present, and it is clear that students are engaging in higher levels of thinking, primarily through one literacy.</td>
<td>In the objectives, (a) core idea(s) is/are present, and it is clear that students are engaging in higher levels of thinking AND this is manifest through multiple literacies AND fully integrated with at least one NGSS practice.</td>
<td>In the objectives, (a) core idea(s) is/are present, and it is clear that students are engaging in higher levels of thinking AND this is manifest through multiple literacies AND fully integrated with at least one NGSS practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Big Picture</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The connection between the objectives of each lesson are not clear.</td>
<td>The connections between the lesson objectives are clear.</td>
<td>All of Level 2 AND the there is a logical progression that builds understanding of a core idea.</td>
<td>All of Level 3 AND the progression builds an understanding of the essential question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The agenda is somewhat consistent with the objectives. It does not addresses literacy demands.</td>
<td>The agenda is fully consistent with the objectives. It addresses literacy demands by including support1 to help students.</td>
<td>The agenda is fully consistent with the objectives. It addresses all literacy demands by including support1 to help students. There are specific formative assessments included.</td>
<td>The objectives are fully consistent with the agenda. Addresses all literacy demands by including scaffolding or other structured forms of support2. There are specific formative assessments included throughout the lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is no specified question and student response.</td>
<td>The question and example of student response are clear.</td>
<td>The question and example of student response are clear AND aligned with the objective.</td>
<td>The question and example of student response are clear, aligned with the objective, AND involve 2 or more literacies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drawing on Knowledge of Learners</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is no evidence that any of the planning relates to the teacher’s knowledge of the students (as provided in the “Description of Students”).</td>
<td>There is little evidence that the planning relates to the teacher’s knowledge of the students (as provided in the “Description of Students”). For example, only students’ challenges are considered.</td>
<td>In each section, the planning clearly reflects several of the strengths, interests, challenges, and backgrounds.</td>
<td>In each section, the planning clearly reflects an in depth treatment of the class’ strengths, interests, challenges, and backgrounds.</td>
</tr>
</tbody>
</table>

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1 Such as strategic groupings of students; circulating to monitor student understanding during independent or group work; checking on particular students.

2 Such as multiple ways of representing content; concrete models; modeling strategies of scientific inquiry; providing graphic organizers, rubrics, or sample work.
Text Preparation Template

Instructions: This template is intended to help you gain a deeper understanding of the text you are using in your lesson.

List the academic vocabulary and scientific vocabulary in the text below:

<table>
<thead>
<tr>
<th>Academic</th>
<th>Scientific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List any nominalizations that occur in the text and describe their meaning:

<table>
<thead>
<tr>
<th>Nominalization</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is there any polysemy in the text? If so, identify which words, and what their actual meaning is.

<table>
<thead>
<tr>
<th>Polysemy</th>
<th>The intended meaning of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identify the portions of the text that refer to figures, tables, or pictures and identify the ideas that these multimodal text features communicate.

<table>
<thead>
<tr>
<th>Figure/Table/Picture</th>
<th>The Big Idea Communicated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the big idea you are trying to teach using this text?

Below write a single debatable question that you intend to discuss in conjunction with this text.
### UNDERSTANDING YOUR STUDENTS

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide a general description of your student group. (BE SURE TO INCLUDE STUDENT INTERESTS)</td>
<td>The 29 students in my class are ethnically, academically, and linguistically diverse. All of the students are white, Latino, or Asian. No single group represents a majority of the class, though there are slightly fewer Asian students. Several of my white students come from homes where other languages, such as Russian or Armenian, are spoken. There are 3 students in my class who are not fluent English speakers – one is Mexican, one is Chinese, and one is Armenian. Five of my students have IEPs.</td>
</tr>
<tr>
<td>2. Use the space provided to explain some of the challenges unique to your students.</td>
<td>My students seem to struggle somewhat with writing full paragraphs that synthesize information in a logical way. If there are multiple prompts, most students simply answer the questions in succession within a “paragraph” without transitioning or thinking about the order of what they are writing. Even in the highest performing students’ writing, the questions are rarely re-stated. As a result, most of the students’ writing would not be able to stand independently of the prompt. (THIS IS WHERE YOU NEED TO CITE SPECIFIC EXAMPLES OF INDIVIDUAL STUDENTS)</td>
</tr>
<tr>
<td>3. How could you use the &quot;challenges&quot; as an asset in your teaching?</td>
<td>My students are good at writing full sentences and responding to prompts, and I think that they could become better writers with more practice and explicit instruction in what is expected. I think that my students need instruction in how to respond to writing prompts by re-stating the questions. Perhaps they could work on doing this as a pre-writing activity. I think that their writing could also be greatly improved with a little instruction on how to use logical transition words (e.g. “for example”, “therefore”, “most importantly”, etc.) to organize their thoughts. My CT sometimes asks them to “write a paragraph” that addresses 6 or 7 different questions – I might consider ways that these assignments could be tweaked so that they better lend themselves to organized and effective writing. (THIS IS WHERE YOU NEED TO CITE SPECIFIC EXAMPLES OF INDIVIDUAL)</td>
</tr>
</tbody>
</table>
4. What strengths did you notice about your student group?  

<table>
<thead>
<tr>
<th>STUDENTS</th>
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<tr>
<td>They complete their Learning Logs at the beginning of class, follow my CT’s system of binder organization, and mostly feel comfortable asking questions often. For instance, if a group gets stuck while working an activity, they will almost always call a teacher over rather than sit and stare at each other in confusion. I believe that they demonstrate great motivation to understand the material and to do exemplary work. I have also noticed that when prompted to write, “What else are you wondering?” on various labs and assignments, they ask very interesting questions that demonstrate admirable curiosity about the natural world. (THIS IS WHERE YOU NEED TO CITE SPECIFIC EXAMPLES OF INDIVIDUAL STUDENTS)</td>
</tr>
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</table>

5. How can these strengths be used as an asset in your teaching?  

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<tr>
<th>STUDENTS</th>
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<tbody>
<tr>
<td>I think that if I praise them for the great effort they are putting into their work and hold them to high expectations based on what I know they can do, it could help promote an upward spiral of constantly working harder and doing better. When I begin independent student teaching, I also hope to find consistent ways to answer their particular questions through my lessons. (THIS IS WHERE YOU NEED TO CITE SPECIFIC EXAMPLES OF INDIVIDUAL STUDENTS)</td>
</tr>
</tbody>
</table>

6. How is student talk structured in instruction? (e.g. participation structures, norms, frequency)  

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<th>STUDENTS</th>
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<tbody>
<tr>
<td>My students talk about the warm-up question each day with their desk partners, and then we call on them and encourage them to try answering the question even if they are unsure. They are also used to discussing and interpreting diagrams in groups of 3-4 through a particular type of group activity that my CT regularly uses. When they are working in a group and have questions, they are encouraged to talk with the members of their group before soliciting a teacher’s help.</td>
</tr>
</tbody>
</table>

7. How is student writing structured in instruction? (e.g. scaffolds, frequency, length, type)  

<table>
<thead>
<tr>
<th>STUDENTS</th>
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<tbody>
<tr>
<td>They do a lot of worksheets that require them to give short answers, and they are almost always instructed to use complete sentences. At the end of each unit, they also respond to journal prompts that require them to write a full page reflecting on the material</td>
</tr>
</tbody>
</table>
8. How is student reading structured in instruction? (e.g. pre-reading/during-reading/post-reading strategies, reading aloud, reading individually, reading as a group, type of texts)

| The students do Active Reading Guides for each chapter – this is a worksheet that guides them through identifying the chapter objectives, defining bold terms, interpreting the figures, and answering questions at the end of the chapter. They are also used to the expectation that they will guide themselves through labs/activities by reading instructions. If they have questions, they are directed to refer back to the instructions. |

What other thoughts would you like to share about your student group?

| My CT’s lessons have not given my students many opportunities to read current events and think critically about applications of science in modern life. I hope to incorporate this into my lesson planning when I am independently student teaching, so I will have to figure out how to gauge a level at which ALL my students can initially begin and then scaffold that process appropriately. |
COURSE GOALS

This course will focus on preparing pre-service teachers to plan learning segments and curricular units to be used for science teaching. The course is designed to achieve the following goals:

- To prepare all students to design learning segments based on their understanding of students’ skills, backgrounds and needs
- To prepare all pre-service teachers to design lesson plans, learning segments, and curricular units that create deeply integrated learning segments that enable students to understand and apply their conceptual understanding
- To prepare all students to analyze and assess the impact of their planning strategies on student learning in an effort to revise and improve their instructional performance

COURSE OVERVIEW

The process of teaching is more complicated than it may appear. Very few of the intricate details of teaching are visible to the common observer. Teachers make hundreds of decisions everyday. As a science teacher you will develop a theoretical framework for effective science teaching and learn how to translate that framework into instructional decisions. The summer quarter of C&I series placed an emphasis on restructuring understanding of science and knowing students in order to plan instruction. This quarter will focus on creating lesson plans especially designed for your students. During this quarter, we will work between theory and practice and between individual aspects of teaching and the whole group learning.

In this way, the fall quarter differs from traditional science courses where you “finish” a topic and move on. During this quarter you will explore the iterative process that is teaching and learning. We will focus on the iterative process of teaching by planning learning segments, and revising them as we come to understand their effectiveness. We will also learn new concepts and revisit them as we come across alternative understandings. In this sense, our planning and learning will involve constant revision and reflection on new concepts and instructional strategies. This approach is designed to model the instructional cycle that includes Planning, Teaching, Analyzing, Adjusting, and Reevaluating.

Using this cyclical instructional approach will enable us to truly integrate our learning experiences with the experiences we are gaining as interns. Our weekly working sessions will enable us to build a
strong connection between our practical and theoretical education. To highlight this process we will repeatedly return to these four themes throughout the course:

Theme #1: *Teaching as Designing and Facilitating Literacies*
Teaching science involves the design and facilitation of students’ reading, writing, talking, and speaking science in order to construct understanding and develop competencies using scientific practices.

Theme #2: *Teaching as Cycles*
Teaching is a nested set of teaching cycles where you plan, teach and assess, analyze, and adjust, and plan again.

Theme #3: *The Planning Junction*
Decisions about teaching require an interrelated knowledge of student, subject matter, science learning, and logistics.

Theme #4: *Meaningful Participation*
Successful science teaching requires the development of a classroom culture that promotes participation in meaningful ways.

‘Doing’ towards understanding

In addition to our emphasis on these basic themes of teaching, we will organize this course around three basic tasks. First, you will continue to collect and use multiple sources of information to pre-assess students in an order to design an effective student-learning environment. To do this you will complete a detailed analysis of your students that includes video-based analyses of students’ engagement and students’ learning.

Second, you will demonstrate your understanding of how to design learning segments by creating a detailed lesson plan for a single lesson. This lesson plan will be designed to reflect your students’ interest, prior knowledge, and skills.

Third, you will design a short unit plan. This unit plan will provide a detailed map of how to plan to engage students in fruitful learning activities that extend over three days of instruction.
<table>
<thead>
<tr>
<th>Start</th>
<th>ASSIGNMENT NAME</th>
<th>DESCRIPTION</th>
<th>GRADING</th>
<th>% OF TOTAL</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Connect, Extend, Challenge</td>
<td>For each week’s (2-5) set of readings, respond to these three questions: 1. How did the ideas in each paper connect to one another? 2. How do the ideas extend your understanding further? 3. What is still challenging about these readings for you?</td>
<td>Credit / No Credit</td>
<td>20%</td>
<td>Weeks 2-5 Oct. 1, Oct. 8, Oct. 15, Oct. 22</td>
</tr>
<tr>
<td>Week 1</td>
<td>Understanding Your Students</td>
<td>Provide a detailed description of the context of your learning environment. Your analysis of your students will include a Macro-Level analysis of all of your students, as well as a Micro-Level analysis of 2-specific students. You will provide an explanation of who your students are and what broader issues and resources shape the teaching of this particular unit. This should also include your rationales (why you’re teaching and why students would want to learn this) and any data or information that helped shape the unit plan in any way.</td>
<td>Credit / No Credit</td>
<td>10%</td>
<td>Week 3 Oct. 8</td>
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<td>Sept. 24</td>
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<tr>
<td>Week 3</td>
<td>Reading and Talking Plan</td>
<td>Design a text-based lesson around a core idea from the NGSS using the lesson planning template and the text preparation template.</td>
<td>Credit / No Credit</td>
<td>10%</td>
<td>Week 4 Oct. 15</td>
</tr>
<tr>
<td>Oct. 8</td>
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<tr>
<td>Week 3</td>
<td>Video Analysis</td>
<td>Record your reading and talking lesson. Pick a 5-minute-long segment of student and teacher discussion, and use the template provided to analyze the transcript. Write a one-page summary/reflection highlighting strengths and areas of growth based on evidence and criteria in the templates.</td>
<td>Credit / No Credit</td>
<td>15%</td>
<td>Week 9 By Nov. 19</td>
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<td>Oct. 8</td>
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<tr>
<td>Week 5</td>
<td>Scientific Practices, Assessment and Rubric</td>
<td>Design a lesson focusing on a core idea from the NGSS in which students: a. develop or use models b. analyze and interpret data c. construct explanations Design an assessment with a rubric in which students demonstrate their knowledge through writing and representations.</td>
<td>Credit / No Credit</td>
<td>15%</td>
<td>Week 6-lesson plan Oct. 29</td>
</tr>
<tr>
<td>Oct. 22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Week 8-assessment and rubric Nov. 12</td>
</tr>
<tr>
<td></td>
<td>Final Product</td>
<td>You will design a series of learning segments to be taught over the course of an extended period of time.</td>
<td>Rubric</td>
<td>30%</td>
<td>10 Dec. 3</td>
</tr>
</tbody>
</table>

***Note: There will be no class on Thursday, November 26th due to Thanksgiving break.
Final Product

You will create the beginning of a curriculum unit patterned after the model developed by Wiggins and McTighe, both in process and in content. It will have the following components:

**Context description**
This section provides a detailed description of the context of your learning environment. You will provide an explanation of who your students are and what broader issues and resources shape the teaching of this particular unit. This should include your rationale (why you’re teaching and why students would want to learn this) and any data or information that helped shape the unit plan in any way.

**An essential question(s)**
This could look like a “Unit Question” (see Wiggins and McTighe)

**Overview**
Elaborate on the progression of the lessons and how they facilitate students’ understandings of the essential question by highlighting how the objectives in each less build on one another. Explain how practices and core ideas are integrated in your lessons. Cite specific examples of these connections. In other words, you are explaining your series of lessons to an administrator who we’ll assume does not understand the science and science teaching.

**Final performance**
This task would be administered and completed or due in a class ‘hour’ immediately following the lesson plan sequence. Feedback from it might be available to the students within 48 hours.

**Rubric**
This pertains to the final performance assessment and will be both a grading scheme and the rationale for it, and a rubric of some sort that tells the students why they earn what on the task. It could involve peer and/or self-assessment components as well as the teacher assessment.

**3 Lesson Plans**
You will provide 3- fully developed, sequential lesson plans, each for a single day of instruction. You can plan to use the typical 50-minute high school class period or the extended 90 to 100 minute version. One of the lesson plans must involve analysis and interpretation of data. It may, but need not, involve the collection of the data. You should provide all handouts that accompany the lesson plan and cite all resources that will not be included in the plans (e.g. citing that students will read pages 10-14 from the Holt Chemistry textbook).
COURSE READING

*The following are the due dates for the readings.

9/24 READINGS FOR SESSION 1: Why Teach Science?


10/1 READINGS FOR SESSION 2: Learning Frameworks


Read Core Disciplinary Ideas most relevant to what you’re teaching.
  o Physical Science: pp. 103-138
  o Life Sciences: pp. 139-168
  o Earth and Space Sciences: pp. 169-199
  o Engineering, Technology and Applications of Science: pp. 201-214


10/8 READINGS FOR SESSION 3: Reading and Talking


10/15 READINGS FOR SESSION 4: Representing and Writing


10/22 READINGS FOR SESSION 5: Doing Science


10/29 READINGS FOR SESSION 6: Assessment

Ch. 3: Providing Ongoing Feedback
Ch. 4: Promoting Student Understanding
Ch. 7: Scoring Rubrics

SESSION 7-10: No Assigned Readings
Reading Reflection: Connect-Extend-Challenge

**Instructions:** Effective reading instruction involves, in part, implementing strategies that help your students monitor their comprehension while reading. It also involves the implementation of post-reading strategies that help the learner to organize the knowledge constructed from the reading for later recall. The questions below are meant to facilitate your reading comprehension and they should be completed with each set of readings we do in class. These questions serve as a “during-reading” and “post-reading” activity.

1. How did the ideas in each paper *connect* to one another?

2. How do the ideas *extend* your understanding further?

3. What is still *challenging* about these readings for you?
EDU 267E Assignment #1: Content Area Task (CAT) Science – Pre Assessment

Purpose
The goal of this assignment is to enable you to feel comfortable designing science learning objectives, to collect pre-assessment data about what your students already know about a science concept, to analyze that data to find patterns and define individual student needs and then to use that analysis to plan and design effective next steps to meet the specific needs of the students in your classroom. In assignment #2, you will create a practical application from this task to actually create a lesson plan.

Outline of Process

Part 1: Identify Content and Develop Learning Objectives (1-2 pages)
1. In collaboration with your cooperating teacher, chose a NSTA probe from the series Uncovering Student Ideas in Science, which both fits the standards for your grade and may be employed with your students in the coming weeks.
2. If necessary, modify the probe to fit the reading level, language ability or needs of your students. Attach a copy of the original and, if needed, the modified probe and explain why you did or did not need to modify it.
3. Identify the NGSS California science standards for which you are planning.
4. In a few paragraphs, describe the central focus (big idea) of the pre-assessment in mostly everyday English. What scientific information do you want to discover about what your students already understand or what prior knowledge do you anticipate they will bring to the study of this particular content?
5. List at least three learning objectives that you would like to measure using this pre-assessment. These should include both content (disciplinary core ideas) and developmentally appropriate scientific practices.

Part 2: Develop Rubric (these are mostly tasks, include the rubric with a summary of your students in part 3)
1. Design a rubric for which describes differences in levels for the learning objectives you identified in part one.
2. Give the (modified if needed) NSTA probe to your students. Collect all student work.
3. If necessary, revise rubric. You may also find it useful to tabulate your data in other ways such as using graphs or charts, but you do need to include a rubric in part 3.

Part 3: Analyze Student Work Based on the Rubric (2-3 pages)
1. Use rubric to create a summary chart of student learning levels for the entire class. (Add the percentage of students you evaluated at each performance level.)
2. Using the summary chart, describe current student understanding relative to your evaluative criteria. Include in your description what students seem to understand well as well as any misunderstandings, confusions or needs that were apparent for your students.
3. Describe patterns that you notice in regards to students’ understandings, misunderstandings, and needs. How can you use these patterns to inform your lesson planning and in what ways do you find them most relevant?
4. Identify 2-3 students who fall at different areas in your rubric. What have you come to understand about each of these students as science learners in terms of their prior knowledge or needs regarding your topic?

**Part 4: Developing Next Steps (2-3 pages)**

1. Based on student performance and patterns you noticed on this pre-assessment, describe the next steps of instruction for your students. These steps could include a specific instructional activity to support and extend learning of the objectives, big idea and/or relevant academic language for the upcoming learning segment.

2. In what ways are your next steps targeted to specific students or groups of students? How will you address the identified needs of these students in future instruction? Please refer to specific examples (2-3) of student work when answering this question. (These should be the same students you discussed in part 3.)

3. Describe any language issues raised for your students based on this pre-assessment. What additional next steps do you need to address so your students will be able to continue to develop their academic language with respect to the science concept and your learning objectives? As necessary, refer specifically to student work to answer this question.

**CAT Assessment**

This assignment will be formally assessed based on the Elementary Science Assessment Task Rubrics ES6: Analyzing Student Work from an Assessment and ES7: Using Assessment to Inform Teaching. Copies of this rubric are posted on the STEP google site. Please direct any questions about scoring the Content Area Task to Colin Haysman, PACT Coordinator, at chaysman@stanford.edu. In order to pass the CAT, you will need to get scores of at least 2 on both of these rubrics.

For the purposes of ED267C, this assignment will be assessed for completion when determining class grades.

**CAT Submission Guidelines: COMPLETE CAT DUE October 1.**

Please turn in two copies, one electronic and one through the online system, Tk20. The entire CAT should use pseudonyms for students and school identification. Each copy should include all parts and student work from the 2-3 students whom you referred to in Parts 3 and 4.

**Copy 1:** Electronic copy to both Polly and Alexis.

**Copy 2:** Submitted as a single pdf through online system Tk20. Instead of your name include your student ID as a running header or footer. Instructions will be provided.
EDU 267E Assignment #2: Practical Application of the CAT Developing a Lesson Plan

Purpose and Description
The goal of this assignment is to use the assessment data and analysis you generated in your CAT to actually design a lesson plan. It is not necessary to implement this lesson plan in your class, but we do find it a useful exercise to actually practice teaching science to kids. Please use the following guiding questions as a guide, but feel free to modify according to what you would normally use at your school placement and with your cooperating teacher.

Some of the lesson plan elements can be lifted directly from your CAT. Please do not rewrite sections that have already been written (unless you want to).

Lesson Plan Guiding Questions

1. Description of Lesson (2-3 pages)

   Rationale and Content:
   • What content standards does this lesson teach?
   • What are the learning goals for your students? What do you want students to know and be able to do as a result of doing the work of this lesson?
   • How will the students in your class engage in the lesson?
   • Describe the content in your lesson in mostly “everyday” English, in a way that would be developmentally appropriate for the students in your grade level. For example, what specifically, beyond the written standards, are the scientific understandings you would like the children to know? (This part is the part I am most interested in)

   Assessment:
   • What evidence will you gather through formative assessment in order to monitor student’s progression towards your learning goals?
   • How will children be able to articulate not only what they have learned, but also how they have come to know it? An extension here would be to think about how children can also relate their understandings to evidence or scientific argument.
   • What evidence will you gather in order to monitor in particular the scientific understanding of your students?

2. Lesson Procedures (pages as needed)

   • In this section, please include an agenda or description of both the work you will do during the lesson and some possible anticipated outcomes for your students. This should be detailed enough that another teacher would be able to implement the lesson.
   • Include materials needed and any other handouts or content the teachers or students will need.

This lesson plan will be returned to you with comments. As we are continuing our class in the winter quarter, we consider this to be early work on more extensive lesson planning. Please set up times to come meet with us if you would like to discuss any aspects of the planning process.

Lesson Plan due October 8. Electronically to Polly and Alexis or hard copy in class.
ED 267C SYLLABUS WINTER 2013

ED 276C: CURRICULUM AND INSTRUCTION IN SCIENCE: Winter 2013

Instructors: Jonathan Osborne
Office: Cubberly 222
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By appointment.

Anna Macpherson
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annamac@stanford.edu
Office hours: T, W, Th
By appointment.

Texts:

Wiggins and McTighe, Understanding By Design


California Department of Education California Content Standards

California Department of Education California Curriculum Frameworks


Selected readings: see listings as assignments in the syllabus.

Apps Needed for your Iphone

The following is a selection of Apps we will make use of. These are all for the Iphone. Please search for similar apps for Android Phones

Digital Sound Meter
Fourier Lite

UHear
Iseismometer
Fourier Touch
Earthquake Lite
Instant Heart Rate

Pulselite
Reflex Tester

For Android Phones

Android Sensor Box
COURSE DESCRIPTION AND LEARNING GOALS:

Where we have been in C&I to date
By this time of the year at STEP, you are each in different places with respect to your learning and understanding about how to teach well, some particular science topic, for your specific students. In our summer course and since, you have been studying in four major sources of understanding that inform effective science teaching: the Nature of Science, the Nature of Learning, the Nature of Learners, and the Nature of Teaching. This spiral curriculum continues in this winter course. Although each of you has begun to construct your own sense of these four areas, and are making connections from them to your teacher work in your placement school, we do expect that you will put these understandings into practice as you embark on Independent Student Teaching with conscious and deliberate effort.

Where we are going:
This third quarter you will continue to study in the four areas:

The Nature of Science.
We will examine the nature of science, for two reasons in order for you to:
1. Restructure your own science knowledge into “strong working knowledge” for teaching, and to deliberately develop Pedagogical Content Knowledge, by developing your own personal text as a “science statement.”, by:
   a) understanding that, since the best way for people to make meaning in science, is for them to begin with objects and a phenomenon to be explained, teachers need to put the events and objects of the real world as central to their science lesson plans.
   b) helping make meaning clear for your students first, adding definitions, equations, and specialized vocabulary only after some understanding exists and the concept labels can be attached to some objects and events.
   c) making evident both your deep understanding and the values that you have attached to particular content through a “20 second story” which represents the big picture of a particular scientific view of the world, e.g. photosynthesis, so you can examine it in a new way and use it in curriculum development,
   d) developing real ownership of the science by critical examination of misconceptions and alternate conceptions research, texts, models, diagrams and other representations in the public domain.

And

2) build a more accurate understanding of the nature of science, i.e. of what science is, as a discipline, especially to re-understand Inquiry and “The Scientific Method”, and to connect the ways science is done to the outcomes of those activities, by
   a) using approaches to the science in lesson plans that promote opportunities for students both to argue what they know, how they know it, and why they trust it (= Inquiry processes) and to build understandings of concepts (= the products of the scientific enterprise).
   b) using approaches that ask and encourage students to figure something out, using evidence.
d) helping students to build and use the large, world view frames of science, e.g. causality, generalizability, parsimony.

e) understanding the issues surrounding current efforts to promote “Intelligent Design”/Creationism in schools and/or to undercut the consensus understanding of biological evolution in schools around the nation,

The Nature of Learning:
We will examine the processes of learning in order for you to:
1. Comprehend that understanding can be neither given nor received, and to act on this understanding in your teaching.
2. Distinguish between information we can give and the understandings that students will construct.
3. Comprehend that scientific meaning of an event is first built not in specialized vocabulary, definitions and equations, but in ordinary everyday language and that when we add specialized vocabulary after such meaning making has occurred it is more successfully learned.
4. Understand that each of us makes deep meaning from two sources: what we already know of the objects, phenomena and domain to be learned, and new information and new phenomena.
5. Understand that we must find out what alternate conceptions our students bring to their learning that will interact with the new information we give them, using research literature and pre-assessment work.
7. Use ideas in your teaching that are based on a cognitive science view of human cognition, e.g. concept mapping, advance organizers, working memory overload, chunking, the pause principle, wait time, etc.
8. Begin seriously to question the notion that our students’ capacity to learn is a fixed, unchangeable capacity (the legacy of I.Q.) in favor of the idea that useful, challenging cognitive work and effort will lead students to make real progress in the academic work that they do.

The Nature of Learners:
We will examine the question of who are your students, in order for you to:
1. Find out what your students have already experienced outside school about objects, events, behaviors to which a science topic is or could be connected.
2. Find out both the strengths they bring to class on which you can plan to build, and uncover any alternate conceptions about fundamental issues they might bring to their studies.
3. Uncover what specific, prior knowledge they have from science classes to date, including misconceptions.
4. Find out something about them as individuals re. their current academic functioning levels, about their English language fluency, what they do well, and what they need help with.
5. Become very aware of them as individual teenagers, especially re. language, culture, and gender, with rich lives outside of school, rather than lumping them together as a single unit e.g. “they don’t want to …”, or “my class is very ….”
6. Create and set a plan in motion for their progress and achievement over a distinct time period.
The Nature of Teaching:
We will examine the work of effective teachers, in order for you to:
1. Construct new images of teaching very different from that of teacher as deliverer of curriculum, sharer of knowledge, star performer, magician with a bag of tricks, etc.,
2. Construct new images of teaching the foci of which are both:
   a) teacher as designer, designing work for students to do in order to build understanding, and
   b) teacher as assessor, designing ways to constantly monitor/assess learning, so that you can help close the gaps between where a student is and where you want her to be,
3. Feel the power of student engagement, learning, and your ownership of what happens in your class that good plans, made well ahead of time, have,
4. Create a well-integrated curriculum unit plan, based on the text “Understanding by Design”, and through the process of ‘Backwards Planning’, and build a plan with your CT to teach it after C&I is over.
5. Know how to make effective lesson plans, in which the goals, strategies and assessments are aligned.
6. Constantly collect data (assess), during class time, about what students are understanding vis-à-vis your intentions so that you can make modifications to close learning gaps, on the spot, or asap,
7. Know that it is hugely valuable to work collaboratively with other teachers, other candidates, your supervisor and Jonathan Jeannie on the details of your specific classes and your specific science topics in sponsoring your growth and progress as a science teacher, and act on this knowledge.

In this last quarter of C&I we will work with two perspectives:

• Your Context:
The very individual issues of your own teaching context, shaping your teaching, to help your students, in your school, to make progress and to achieve in science, i.e. for you to continue to make yourself into an effective science teacher, and

• The big questions of science education:
Beyond your own classrooms, at the national and even international levels so that you are positioned to take your place as a leader in the world of science education.

Hence, in our weekly sessions, we will revisit the same four areas of learning for teaching, again and again, in the spiral curriculum of C&I, but we will also engage what scholars have to say about questions such as: ‘Why teach science?’, ‘What is science?’, and ‘What science should we teach?’

The Syllabus and Assignments documents make these intentions clear.
Outline of Session Plan

The philosophy of my sessions is driven by a very simple idea. That is there are 4 elements to learning science. There are:

**Doing Science** – this is the hands on bit
**Talking Science** – by the students or with the students but you the teacher is not what this means.
**Writing Science** – and not just lab reports.
**Reading Science** – how do you help students to read science texts. It is your responsibility not the language arts teacher.

So in each session, we will explore how you can enable students to do one or more of these elements.

Secondly, I believe that you become a better teacher by sharing your challenges with others, reflecting on them and learning from your mistakes. Hence many of these sessions will have an element where you will share a video with others.

Thirdly, this is one of the few opportunities that you will have to think a little bit more broadly about some of the challenges of teaching science. Hence, we will look at a few seminal readings
## 10-Week Outline of Course

<table>
<thead>
<tr>
<th>Week #</th>
<th>Instructional Goal</th>
<th>Major Activities</th>
<th>Science Activity</th>
<th>Assignment Due</th>
<th>Science Teaching Strategy</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 1      | Introduction and Goals & Reviewing Work to date  
Explaining Assignments  
Philosophy of the Course  
Adding to your repertoire of instructional practices | Introduce Do-It, Talk-it, Read-It, Write-It  
Introducing Concept Mapping (Summarizing Activity)  
Making Science Relevant: Watching video from tools4teaching and discussing the implications. (Disrupt:Predict-Observe-Explain)  
Activating Student Background knowledge (Concept Map) | Series of Demos of Intriguing Science  
Teabag Extinguishing the candle  
Van de Graaf Two balloons connected by clamp  
• Measuring Reaction Times |  | Concept Mapping Predict-Observe-Explain  
Exit Slips POMS | None. Assign for next week. Assign Topic 1 |
| 2      | Building a Model for Learning Science  
Exploring What it means to teach science | Making science relevant Activating Prior Knowledge about Plants  
Introducing Big Idea Materials  
Watching videos in small groups. Using Consultancy protocol  
Discussing First Reading  
Practices as a model for teaching about science | Starting Fast Plants  
Analyzing and Interpreting Data Measurement | Reading Assignment: Teaching Students to read, write and talk science  
Video assignments for presentation | Discussion of Instances | Pearson et al Osborne |
| 3      | Building a Model for Learning Science  
Adding to your repertoire of instructional practices | Discussing readings  
Considering Videos  
Promoting Reflection – Small group work. Think-pair share & Listening Triads | Finishing Fast Plants  
Using the Projection Microscope – Awesome science.  
Science outside the classroom | Reading Assignment 2: How Science is learned/taught? |  | Driver et al. Falk & Dierking |
| 4      | To build practice  
Exploring the teaching of science  
Synthesizing Practice | Discussing readings  
Considering Videos  
Putting it all together  
1. Eliciting Prior Knowledge | Challenging science Air Pressure Phenomena Tumbler and Water Water Barometer Syringes and Liquids/Gases | Assignment 3A: What is the big idea that will be the focus of your Course Unit  
First Video Assignment | Freyer Diagrams |  |
<table>
<thead>
<tr>
<th></th>
<th>2. Promoting Reflection</th>
<th>3. Summarising</th>
<th>Lifting the Table with Trash can lid</th>
<th>for presentation</th>
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<tbody>
<tr>
<td></td>
<td>• Circus of Air pressure Activities</td>
<td>• Lifting piece of paper by blowing over it</td>
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<td>5</td>
<td>• Improving Your Understanding of Science</td>
<td>• Discussing readings</td>
<td>Introduce Notion of Scientific Practices. Focus on collecting, analyzing and interpreting data. Focus of IT</td>
<td>• Reading Assignment 3: How is Science Learning Experienced</td>
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<td>• Improving Your understanding of instructional practices</td>
<td>• Exploring Videos</td>
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<td>• 2nd Video Assignment for presentation</td>
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<td>• Working on Your Science Knowledge</td>
<td>• Exploring the use of IT devices</td>
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<td>• Introducing Predict-Observe Explain</td>
<td>• Introducing Predict-Observe Explain</td>
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<td>6</td>
<td>• Improving Your Knowledge of Instructional Practices.</td>
<td>Discussing readings</td>
<td>Nature of Science Activities Lederman Tricky Tracks Tube Activity Any positive number activity (falsification) Ice Cube Activity</td>
<td>• Assignment 3B. Pre-Assessment Plan</td>
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<td>• Working on Your Science Knowledge</td>
<td>Why is Language Important in Science?</td>
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<td>• 3rd Video Assignment for presentation</td>
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<td>• Thinking about where science is learnt</td>
<td>What kind of language activities might we do?</td>
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<td>Using adapted primary literature</td>
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<td>Discussing Reading Relating science to the outside world Youtube Kahn Academy/CK12 website Revisiting Concept Map</td>
<td>2nd Round of Video Presentations Planks Plank Experiment??????</td>
<td>4th Video Assignment for presentation</td>
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<td>7</td>
<td>• Improving Your Knowledge of Instructional Practices.</td>
<td>Exploring Reading Relating science to the outside world Youtube Kahn Academy/CK12 website Revisiting Concept Map</td>
<td>Measuring your own power.</td>
<td>Assignment 3C. Pre-Assessment Results to Hand In and Present</td>
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<td>• Working on Your Science Knowledge</td>
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<td>• Thinking about where science is learnt</td>
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<td>Assignment 4: Why Teach Science</td>
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<td>9</td>
<td>• Improving Your Knowledge of</td>
<td>Exploring how ask better questions Working on synthesizing strategies</td>
<td>Measuring your own power.</td>
<td>Assignment 3C. Pre-Assessment Results to Hand In and Present</td>
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<td>• How to organize discussion</td>
<td>(Osmosis Experiment)</td>
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<td>Assignment 4: Why Teach Science</td>
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**Reading Assignment 3:** How is Science Learning Experienced
**2nd Video Assignment for presentation**
**Reading Assignment 4:** What is Science
**3rd Video Assignment for presentation**
**4th Video Assignment for presentation**
**Reading Assignment 5:** Why Teach Science
**Reading Assignment 6:** (Revoicing) Techniques
<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Based work?</th>
<th>Kitzmiller on Evolution</th>
<th>Listening Triads Jigsaw</th>
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<td>• Working on Student Understanding of Scientific Practices</td>
<td>• Modeling Practice</td>
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<td><strong>10</strong></td>
<td>• Pulling it all together</td>
<td>• Presenting Unit Plan to Others 2</td>
<td>Summary Concept Map Exit Slips POMS</td>
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<td></td>
<td>• Reviewing Unit Plan Assignments</td>
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ED 267C  2012-13  COURSE READINGS:

Readings in the Understanding by Design text are not assigned, nor are readings in the California Curriculum Frameworks or Content and Experimentation Standards. It is, however, expected that your work will be based on these texts. Other texts have been suggested as a good source for relevant instructional practices.

TOPIC 1: TEACHING STUDENTS TO READ, WRITE AND TALK SCIENCE

Work in pairs. Each pair should read two pieces, and respond to: “What have these writers said we must take into account about students when we think of trying to help them get better and better at learning science?”. Your response should be in two, 2 page, double-spaced, papers, one per reading, and hand them in, as a pair, with both names.


TOPIC 2: HOW IS SCIENCE LEARNED/TAUGHT?

Read the following 3 pieces. Then write a 2 page, double-spaced, paper that both summarizes the common messages about learning in them and describes any differences that you see in them.


TOPIC 3: HOW IS SCIENCE LEARNING EXPERIENCED

Read and prepare a 4 page double spaced response to: For this you are asked to read the following two articles and summarize what the implications might be for your teaching.


TOPIC 4: WHAT IS SCIENCE?

For this assignment you must work in pairs. Read these 2 pieces and create one 4 page double spaced summary response attach both names. Your piece should simply attempt to (a) identify the main arguments; (b) contrast the differences that you see; and (c) identify any strengths and weaknesses that emerge in your reflection. (Make it a comparison)


TOPIC 5: WHY TEACH SCIENCE?

Assignment: Create a personal, 4 page, double-spaced, paper re. one of the following pieces in the format:

1) a paragraph of your own answer to this question before you read,
2) a paragraph summarizing the author’s answer(s) to the question,
3) a response to the author’s position.

Please feel free to read individually, or in any sized reading group, according to any format; although we do hope that each piece will have been read by someone.


TOPIC 6: WHAT SCIENCE TO TEACH? THE LEGAL DECISIONS RE. EVOLUTION

Judge J.E. Jones 111, (Dec 2005) Memorandum Opinion in Kitzmiller et al vs. Dover Area School District,

Judge Jones, in his ruling in the Dover PA case, attempted to write an argument that other communities could use to determine whether what was intended for the science curriculum was in compliance with the law and the precedents. He did this with the express intention of reducing the time, money and effort that might well accrue if communities did not understand the law.

1. In no more than 2 pages, double-spaced, create a chunked outline of the Judge’s argument as a series of headings and subheadings with one sentence of explanation per issue to demonstrate your understanding of Constitutional Law re. the governance roles of “church” and “state” in The United States of America.

2. In no more than 2 pages double spaced, write about your personal responses to the case of teaching biology in a school in Dover, PA as you have understood it from the Judge’s ruling. For example, we are interested in what impressed and what dismayed you about the case, what guidance you have gleaned as a science teacher-to-be from it, and with what questions you are left.
COURSE ASSIGNMENTS AND GRADING SYSTEM

Course Expectations for Evaluation:
Regular attendance in class is expected. If you are going to be absent, please let us know in advance.

As usual, you should assume you have an A in this course, which is to say that the A is yours to lose. This acknowledges that:

• you are each here to gain as much understanding and skill as you can,
• that you learn at different rates and in different chunks,
• that you will have each gained, at least, the fundamental understandings and skills that I intend by course end.

The grade for the course will be assigned on the basis of four assignments as detailed below.

Contribution of Assignments to the final grade
There are four kinds of assignments this quarter:

a) Video assignment, assessed against the rubric provided 30%
b) 6 reading assignments assessed simply as being completed as requested 10%
c) An analysis of student work assignment assessed simply as being completed as requested 10%
d) A curriculum unit, assessed against the rubric provided, AND with expectations of on-going drafts, feedback and discussion with instructors. 50%

Assignments

1. Classroom video and commentary

Starting on week 4, Jan 29th, and for four consecutive weeks, we will have 3 of your classroom videos in C&I; see the schedule for your own randomly scheduled assignment.

We will, as a class, watch all the videos assigned for the day and then discuss evidence of your students engaging in a scientific practice requiring either reading, writing, talking, or doing science (or any combination of these). These videos need to show evidence of you scaffolding and supporting their practice and monitoring their understanding.

You will bring about 8 minutes of video of your class to C&I. (at least 6 min, no more than 8.5 min) The 8 minutes can be one continuous piece of video, or the sum of two smaller continuous pieces of video. The video should show the following:

• students engaged in some aspect of undertaking a scientific practice which involves any one of doing, talking, reading, writing or representing science or any combination.
• you actively monitoring their learning and understanding
Your discussion should focus on what evidence there is of any student understanding of the science content or failure to understand.

On your day, you will bring the video clip, arrange a camera or other projection mechanism, be prepared to show the clip, provide the class with 1) a written list of the learning goals for that day, 2) a transcript as necessary, and 3) verbally in about a minute, any information about specific students that we need in order to interpret what is happening in the video.

You will also provide instructors with one printed copy of a short written response to the following prompts:

a) What is important for an observer 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.

b) How novel or familiar is this activity for these students in science?

c) In the clip, what aspect of scientific practice(s) is/are shown?

d) In the clip what did you do to further the students’ understanding, and/or try to engage them intellectually while they were engaged in a scientific practice?

e) In the clip, what strategies did you use to monitor student learning during the portion of the task shown?

f) Cite examples of interactions in the clip, between you and a student(s) that provide evidence of what students were understanding, and discuss this evidence in light of your learning goals for the day.

g) In the clip or lesson, what specific strategies did you use to monitor student learning, either of all of your students and/or specific individual needs, especially address any language supports you used to help your students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson.

This assignment will be assessed against how well the features (a) to (g) above are discussed.

2. Reading Assignments:
It is expected that you will read, study, and use understandings from the basic text Understanding By Design, and for your science, the CA Curriculum Frameworks, the CA Content Standards, and the CA standards for Experimentation and Investigation in C&I course work and assignments.

• Readings are assigned in six areas this quarter, and are intended to help frame answers to the big questions cited in the course description, the due dates accompany the assignment list below.

• For each reading assigned, there is a written summary required. Its exact nature is specified in the rubric above the reading

• You may read as a reading group, or as an individual, but please prepare each paper as a personal assignment.

• Some reading assignments may have specific questions for you to address, some may require a summary/response … see the Readings list.

• The readings are assigned in the first half of the course, and we will have discussions on these large questions, framed and informed by your readings
3. Preparing for your Course Unit Plan

Assignment 3A: What is the Big Idea for your Unit  For this you are asked by Jan 29th to produce a 500 word document which outline what the focus of your course unit will be. The 500 words should explain
   a) What the big idea is?
   b) What is challenging, disruptive or simply awesome about this idea.
   c) A version of this that can be stated in 30 seconds.

Assignment 3B: The Pre-Assessment Plan  For this assignment you are asked to produce a short document (no more than two pages) describing what strategy you have chosen to elicit and activate student prior knowledge and why you think it is appropriate. This is due on Feb 12

Assignment 3C: The Pre-Assessment Results. In class, session 8, February 24th you are asked to bring in a class set of work that your students have completed. You should have given them some work to do the prior week, so you can collect a class set to bring to C&I. In class you will analyze the class set and discuss the process and the findings. You are asked to complete and write up an analysis of student work for the following week; so this assignment is due March 1st.

In your work, you should discuss the following three questions.

1. What assessment did you use and why?
2. What were the main features observed in the student responses (with some measure of their frequency)
3. What are the implications for your teaching of this topic?

4. The Final Authentic Performance Task: A Curriculum Unit (after Wiggins and McTighe),

You are asked to select a unit of study in which your class will engage during several days in April – May. You will develop a Science Curriculum Unit according to the Principles of Understanding by design. The curriculum unit should be patterned after, but not limited to, the model developed by Wiggins and McTighe, both in process and in content, and will be assessed according to the Rubric provided.

This task is both a learning and an assessment task in C&I. It is not intended that you complete this on your own and hand it in, de novo, at the end of the quarter. You should make a plan to work on a section each week, e.g. begin making and using a pre-assessment asap. Then actively send me frequent and regular drafts for conversation and feedback as you work. This has to be an Individualized Learning Plan, since you will creating a unique plan. I expect that you will use office hours a lot! Your plan of work and drafts should be in the order of “Backwards by Design” and as in the order of listing below. The point of this revision and feedback is that by the time the Unit is presented as a whole,
summative project, you will have learned a lot about planning for learning, through thorough discussion and revision.

**The Curriculum Unit is due, in hard copy, at the very latest, on Tuesday, March 19, before 9.00am, either e-mailed to me or left in my STEP box.**

It should have the following components:

**Context description**
This should include:

1) Your 30 Second Story. This can be an updated and improved version of Assignment 3A

2) A description of how some data or information that you have about your students, the school, the department, the time of year, and etc. helped shape the unit plan,
   ~ please pay particular attention to explaining what academic language issues you have identified in your students and how you might have allowed for these in your prior assessment.
   ~ please describe and justify your chosen strategy for eliciting prior knowledge.
   ~ please include a summary of your pre-assessment findings. The instrument and real data can be place in the Appendix.

3) Your Rationales both for teaching this content area, why it might be engaging for students, and for students wanting to learn it.

*This section should include references to readings and any other relevant data to provide a context and justification for your choices.*

**An Essential Question(s)**
This could look like a “Unit Question” (see Wiggins and McTighe), and could be the title. It is important that what your unit is addressing is a question whose answer will be understood by studying your course unit

**Learning Goals**

1) These should be written as aims representing some understanding rather than single sentence definitions, equations, and etc. These chunks aims be lifted directly from, and will together comprise, your science statement and so will exemplify Pedagogical Content Knowledge.

2) The aims will be spelt out as outcomes – what will the students be able to do when you have finished the unit. The outcomes will be measurable and should draw on the CA Curriculum frameworks, CA Content standards and Experimentation Standard, the Framework for the Next Generation Science Standards and the Draft Version of
the Next Generation Science Standards. They should make clear both what content will be included and what scientific practices will be addressed.

3) Please follow the template “Students will come to understand that ….”

Final Performance Task
This task is an authentic summative assessment, given at the end of the unit and assigned a grade that is to be reported outside the classroom. You will have chosen to give your students both a description of this final project and the grading mechanism at the start of the unit. This can be an updated and modified version of Assignment 3B

The Assessment Guide
1) The criteria for assigning grades or assessing at a rubric level.
2) The way in which “grades” will be assigned on the final performance task will be either a grading scheme and the rationale for it, and a rubric that tells the students why they earn what on the task. The grading scheme should be written in terms of the kinds of performance that might be expected from students.

Lesson Plans
You will provide a set of fully developed, sequential lesson plans for five to seven “instructional hours” or typical 50 minute high school class periods [this means only 3 to 4 of the 90 – 100 minute block class periods]. It could involve more, but talk to me first if it needs to be a little longer.

• At least one lesson should require students to interact with data en route to creating an argument and a conclusion; so Inquiry should be central in these plans.
• At least one lesson should involve the use of current technology as a route to learning
• Daily formative assessment strategies = strategies for monitoring learning and finding learning gaps during the lesson should be explicit.
• Plans for students to produce work of some sort during the unit should be explicit.
• The Lesson Plan format you use for the lesson plans should include the three key elements:
• Goals: They will come to understand that: (these ARE some of those already listed)
• Activities: To come to understand they will:
• Assessing: I’ll know they understand when they:
• It is useful also to have the teacher’s agenda and materials so include your To Do agenda for each lesson as well
• Each lesson plan should have attached to it all the handouts that accompany each lesson plan, and cite all resources by complete reference data.
Appendices

The pre-assessment instrument and data should be included.
EDUC267C: Development of Scientific Reasoning and Knowledge I
Stanford University, Pre-Fall 2013
Tuesdays 8/20-9/17 4:00-6:05pm, 9/24-10/8 1:00-3:00pm CERAS 204

Instructors
Polly Diffenbaugh  
Office: CERAS 313, 223-9421  
pdiffenbaugh@stanford.edu  
Office Hours: By appointment

Alexis Patterson  
Office: In Cubberley  
alexisdp@stanford.edu  
Office Hours: By appointment

Course Description:
Development of Scientific Reasoning and Knowledge I is the first of two courses you will take to investigate aspects of science in the elementary classroom. It is our primary goal to help you to integrate science into your teaching and to begin to see it as the wonderful, all encompassing, fascinating subject that it is and can be. Our children are so interested in the world around them and they are fantastic question askers. We want to explore how we can facilitate this questioning and investigating of the world and to see what it looks like in our classrooms.

As we explore objects and phenomena, we will listen to ourselves describe, classify, explain, and predict in order to hear what scientific understanding sounds like. We will argue, use scientific models and write about our investigations as a model for what we can do with students. Our discussions will concern how teaching can foster such understandings in children and how all children can wonder, think about and ask questions about the world we live in and the phenomena they experience every day.

In this class we will delve into the Next Generation Science Standards and the strong connections between them and the Common Core Standards in Math and Language Arts, particularly thinking about how we can support literacy in science. Additionally, we will focus on how you as teachers can build up your own content knowledge. The main assignments will be based on pre-assessments of your students in order to plan future instruction.

Grading Policy:
Our intention is that all teacher candidates will become more comfortable teaching science and in their own science understandings. Assignments which do not meet criteria will be returned for revision. Please communicate questions or concerns with Alexis and Polly directly.

Assignments:

Class participation/attendance/readings/discussion questions
Please attend all classes. Please do all readings. Thank you!

Reading Discussion Questions:
By Sunday night before each class, please post a comment for the current week on the Google site, which includes a point you would like to make and a question you would like to discuss. You may also re-comment on other peoples’ questions if you would like. We will read comments and either use them as a basis for discussion or for other activities. We encourage you to return to the site and to reread each others’ comments before class.
ASSIGNMENT 1: Content Area Task/Science   Final Due Oct 1
Parts due throughout the course, see syllabus for dates.
The goal of this assignment is to enable you to feel comfortable designing science learning
objectives, to collect pre-assessment data about what your students already know about a science
concept, to analyze that data to find patterns and define individual student needs and then to use
that analysis to plan and design effective next steps to meet the specific needs of the students in
your classroom. For the purposes of this class, full credit will be assigned for completing the CAT.
Official CAT assessment will be completed through the PACT coordinator. If you have further
questions, please see Colin Haysman, PACT Coordinator, CERAS 318, chaysman@stanford.edu.
Samples are provided on the STEP google site.

ASSIGNMENT 2: Practical Application of the CAT: Developing a Lesson Plan   Final Due Oct 9
The goal of this assignment is to use the assessment data and analysis you generated in your CAT to
actually design a lesson plan. It is not necessary to implement this lesson plan in your class, but we
do find it a useful exercise to actually practice teaching science to kids. You will be provided with a
set of guiding questions for this lesson plan, but you may use any format you wish for the agenda
and structure of the lesson plan. Samples provided on the STEP google site.

HONOR CODE:
Students are expected to adhere to Stanford’s honor code. According to the Office of
Judicial Affairs (OJA) website, “For purposes of the Stanford University Honor Code, plagiarism is
defined as the use, without giving reasonable and appropriate credit to or acknowledging the
author or source, of another person’s original work, whether such work is made up of code,
formulas, ideas, language, research, strategies, writing or other form(s).”
For further information, please consult the OJA website:
http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.html

STUDENTS WITH DOCUMENTED DISABILITIES
Students who may need an academic accommodation based on the impact of a disability must
initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate
the request with required documentation, recommend reasonable accommodations, and prepare
an Accommodation Letter for faculty dated in the current quarter in which the request is made.
Students should contact the OAE as soon as possible since timely notice is needed to coordinate
accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066,

REQUIRED TEXT:
Questions, Claims and Evidence: The Important Place of Argument in Children’s Science Writing.
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<thead>
<tr>
<th>Sessions</th>
<th>Goals and Objectives</th>
<th>Tasks/Class Activities</th>
<th>Readings/Questions</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1 Aug 20</td>
<td><strong>SCIENCE PRACTICES</strong> To begin to unpack the scientific practices outlined in the NGSS. What questions do children have about the natural world? How can we build on these in our lessons?</td>
<td>1. Unpacking the Scientific Practices 2. Practice: Asking questions (using plants and seeds) 3. Introduction to the frameworks we will use in class. 4. Review syllabus, hand out assignments. NSTA probes: Needs of Seeds</td>
<td>A Framework for K-12 Science Education. Chapter 3, pp 41-53.</td>
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<td>2 Aug 27</td>
<td><strong>Pre-Assessment for CONTENT UNDERSTANDING</strong> What is the big idea? How can we pick the deeper underlying understanding behind the science topics we want to teach?</td>
<td>1. What is the big idea? How do you know what is important? 2. Introduction to NSTA probes. 3. Practice: Planning and carrying out investigations. What do seeds need to grow? Seed dissections. 4. Assignment questions. NSTA probes: Giant Sequoia Is it living? (card sort)</td>
<td>Eltgeest, Jos. “The Right Question at the Right Time.” Jelly, Shelia. “Helping Children Raise Questions and Answering them.”</td>
<td>Read Assignment 1 and 2 descriptions. Come with any questions. This week ➔ CAT: In discussion with your teacher, choose an appropriate content area and a related NSTA probe.</td>
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<td>3 Sept 3</td>
<td><strong>DEVELOPING OBJECTIVES</strong> How can we use pre-assessment and children’s questions? How can we as teachers ask better questions? How do we develop objectives based on pre-</td>
<td>1. Designing and planning investigations. How are your seeds? 2. Writing big ideas, creating a rubric and analyzing data. 3. Worktime – pre-assessment design practice (rocks or environment) and questions</td>
<td>Keeley et al. “Introduction.” Uncovering Student Ideas in Science, Volume 3, pp 1-11.</td>
<td>CAT: Part 1: Identify Content and Develop Learning Objectives</td>
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<td>Date</td>
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<td>How can we design a rubric to inform us of what children already understand about particular science concepts, and writing claims and evidence.</td>
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<td>4. Developing and using rubrics.</td>
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<td>Probes: TBD</td>
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<td>How can we best facilitate the conversations of children?</td>
<td>2. Scientific Practices: Inquiry, designing and carrying out an investigation.</td>
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<td>What if children have the “wrong” answers? When is that ok?</td>
<td>3. Worktime: Rubric sharing and development.</td>
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<td>Probes: TBD</td>
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<td>Why do we use inquiry?</td>
<td>2. Worktime: Peer review, analyzing student work</td>
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<td>What are some of the methods we can use to inform inquiry instruction in our classrooms?</td>
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<td>7 Oct 1</td>
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<td>CERAS 204</td>
<td>SCIENCE AND WRITING</td>
<td>1. Writing in science. The science writing heuristic. Using evidence and claims to</td>
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<td>Why is it important to support and focus on</td>
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<td>Time</td>
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<td>Reading/Notes</td>
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| 1-3 pm | **1.** literacy during science? What does it look like and how can we support it across the grade levels?  
2. Science: Matter/Energy  
write scientific understandings.  
| 8 Oct 8 | **WRAPPING UP**  
Choice activities. We will determine topic and concentration based on your interest.  
1. Science: Engineering or Rocks  
2. Other ideas as we design. | No reading.  
Assignment 2: Lesson plan due |

Instructors
Name: Jonathan Osborne Alexis Patterson
E-mail: osbornej@stanford.edu alexisdp@stanford.edu
Phone: 650 725 1247
Course Times: Winter Quarter: Friday Jan 11, Jan 18, Feb 1, 8 & 15: 9.00-12.00
Office Hours: By appointment – please e-mail one or other of us or make an arrangement after class.

Course Description
The focus of the second part of the course will be on developing your competence and confidence to teach science. Thus we will spend some time giving you an opportunity to develop your own knowledge of science. The approach to this will be to model many of the practices that you might use with your students and the emphasis will be on developing your ability to help students engage in scientific practices. Thus we will look at what you need to think about when it comes to the eight practices that will be a feature of the new common core standards for science which are:

1. Asking Questions & Defining Problems
2. Developing and Using Models
3. Planning and Carrying out Investigations
4. Analyzing and Interpreting Data
5. Using Mathematical and Computational Thinking
6. Constructing Explanations & Designing Solutions
7. Engaging in Argument from Evidence
8. Obtaining, Evaluating and Communicating Information

We will also place an emphasis on how the science you might teach can be used to support literacy and numeracy skills as well.

We will begin by looking at the ways in which language in science is difficult and how literacy is central to science. For instance words can have multiple meanings or alternatively the words
can be very unfamiliar. But the difficulties are increased by the fact that ideas in science have to be communicated with diagrams (which are not as straightforward as they might appear to be); with tables and charts (which children have to learn to produce and comprehend); and at a higher level (with symbols which have to be learnt) and mathematics. The difficulty is compounded by the fact that much of science is presented in an unfamiliar way. Fictional text is generally presented as a narrative and this is the genre – both oral and written through which our lives are told and represented. For instance, history is a narrative, albeit contested and with plural accounts; and literature is the embodiment of narrative with its classic genres of romance, irony, tragedy and comedy. In the case of science, the classic genres are much less familiar. Science relies on reports, texts that explain and experimental reports. Some of the writing in science is also argumentative but no text of this nature appears in school textbooks. In addition, much of the writing in science uses the passive tense that can also make the language difficult to appropriate. The simple view of reading is to see it as an activity which is simply a process of decoding the meaning of words on the page and assembling their joint meaning. However, reading is really a constructive act and making meaning from texts requires us to link what we already know with what we think the word means in any given context to make sense of it. Teachers are therefore essential to helping students to read a text as only they can help the student appropriate the meaning that resides in the ensemble of words.

Why then, does science make use of such strange and unfamiliar linguistic practices and how can teachers of science help students to develop an understanding of the linguistic practices of science and non-fiction texts? Drawing from much of the work on the teaching of literacy, we shall look at a range of strategies which can be used to support the reading of science that go beyond filling in the gaps. We will explore these first as an aid to your own understanding of science and then look at how they can be modified or adapted for the classroom. We will also look at the strategies that can be used to support students writing. Here we will focus on features – the audience for whom students write; what does it mean to write in today’s world where forms of communication are multi-modal; and how children’s writing can be scaffolded.

Next, we will turn to talk and children’s questions about the world. Children have many questions about the world. Some are amenable to scientific inquiry and some are not. How do we decide the difference? This in turn leads us onto look at the role of talk in learning. Many theories of learning now place an emphasis on greater use of dialogue and dialogic interaction. However, how can this be introduced to young children and what structures and resources are available for this approach? Ways of undertaking this work will be explored and, again, a feature here will be on using these approaches to develop your own understanding both of science and the nature of science itself such as concept maps or diagnostic assessments of student understanding. How engaging in talk, in particular argumentation, makes evident the fact that science moves from evidence to explanation to evaluation and is not about a body of pre-ordained facts will be explored. Ideas which are basic features of elementary science will be examined to show that these are not so self-evident as they are commonly thought to be. However, it is important to know why the wrong idea is wrong as research shows that knowing why the wrong ideas are wrong is often as important as knowing why the right ideas are right. What kinds of resources are available to support such work and how can it be implemented in the classroom will be a focus of this work.

In taking this approach, the aim will be to show that the crowning glory of science is not the ‘facts’ of science but the explanatory theories that help us to make sense of the world. For example, when it comes to electricity, there are many discrete facts one could memorize about
the topic. But, the wonderful thing is that science has found that the matter is electrically charged. And, that these charges can be made to move with a battery or a generator. When they move they transfer energy from one location to another enabling us to produce energy in one location and transport it hundreds of miles along a narrow cable.

Throughout this short course, therefore, we will endeavour to do the following:

1. To develop your own understanding of both the content of science you are required to teach and the nature of science. In addition, how these ideas relate to the bigger picture of science that formal schooling aims to develop.

2. To develop your knowledge of the strategies that are needed to teach science. A particular focus here will be on strategies for developing students’ knowledge of the language of science.

3. How we can use student assessment to inform our teaching.

In summary, science does not wear its meaning on its sleeve and understanding science means coming to terms with an unfamiliar language and concepts. Rather than being self-evident commonsense, science is really unnatural – whether it be the idea that day and night are caused by a spinning earth, plants get their ‘food’ from the air, or diseases are carried by small, invisible living microorganisms which we call ‘germs’ – none of these are obvious. Helping young children to come to terms with these strange but wonderful ideas will be a focus of this course.
## Week Outline of Course

<table>
<thead>
<tr>
<th>Week #</th>
<th>Instructional Goal</th>
<th>Major Activities</th>
<th>Science Activity</th>
<th>Assignment Due</th>
<th>Science Teaching Strategy</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 1      | • Introduction and Goals & Reviewing Work to date  
• Explaining Assignments  
• Goals of the Course | • Introduce Do-It, Talk-it, Read-It, Write-It  
• Introducing Concept Mapping (Summarizing Activity)  
• Making Science Relevant:  
• Activating Student Background knowledge (Concept Map) | • Awesome Science  
• Beautiful Science  
• Disturbing Science  
• The Three Scales of Science  
• Things you can handle  
• Too Large to Imagine  
• Too Small to See  
• Modeling the Solar System  
• Investigations with a Syringe  
• The Ruler and Paper | None: Assign Counting the Constellations Exercise | • Concept Mapping  
• Using Argument in Science (Knowing why the Wrong Idea is Wrong)  
• Turn and Talk  
• Listening Triads  
• Building Models to Explain  
• Constructing Explanations  
• Exit Slips  
• Thick/Thin Questions  
• Resources to Support Your Learning | None. |
| 2      | • Building a Model for Learning Science  
• Exploring What it means to teach science | • Modeling the Phases of the Moon | Developing Models  
Constructing Explanations | • What is the Big Idea? | Supporting Writing in Science  
Graphic Organizers – The Freyer Model | Angier Reading: Read with a view to discussing something that surprises you and why that Angier Communicates |
<table>
<thead>
<tr>
<th>Week #</th>
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</tr>
</thead>
</table>
| 3     | • Analyzing and Interpreting Data  
       • Supporting Reading in Science | • The Common Core Literacy Standards for Informational Texts | • Measuring Reaction Times | None | Pre, During and Post Reading Strategies  
       Questioning the Author | • Reading Assignment 2: Science and Literacy: A Ship without a Sail |
| 4     | • To develop your knowledge and understanding of electricity and magnetism  
       • To try out some science practices | • Using the FOSS Kit  
       • Eliciting your Prior Understanding | How Strong is a Magnet?  
       Communicating Results and Findings. | • Teaching A Scientific Practice (early turn in) | Communicating Information | • Reading Assignment 3: SPACE research report: Electricity.. |
| 5     | • To develop your knowledge and understanding of electricity and magnetism  
       • To try out some science practices | • Building electric circuits that work  
       • Making an electromagnet  
       • Constructing Explanations for what we see. | Using the FOSS kit  
       Van de Graaf Generator – Constructing an Explanation | • Teaching A Scientific Practice (final due date) | Predict, Observe, Explain (Radiation Bottles) | Reading Assignment 4: Baffled by Electricity |
| 6     | • To develop your knowledge about the role of Literacy in Science | Discu...
Sessions

For each session, we anticipate that you will spend an additional 3 hours outside the classroom doing the reading, and undertaking the assignments. In addition, there may be one or two short, school-based tasks that we will be asking you to do within the first four weeks of the quarter. These are not assessed and their main purpose is to get some data from children that we can talk about in the session. If you wish, you can collaborate with a fellow student on this. However, it might make sense to show this to your mentor teacher to see if they anticipate any difficulties with undertaking any or all of these school-based tasks.

Session 1: Introduction to Module: Teaching science as a process of inquiry  Jan 11

In this session, we will begin by examining what kinds of things scientists do. We will start by thinking about some very simple phenomena and then think about how we can explain them, what we have to do to explain them and what that says about the nature of scientific practices. We will also start to think about what it means to teach science and what strategies we have developed and how to keep a record of these. We will then move to thinking about the teaching of Astronomy (Grade 3 Californian State Standards), what we have to teach and how it can illustrate some of the scientific practices we have been talking about.

Session 2: Teaching Astronomy: What does it tell us about science?  Jan 18


In this session, we will continue looking at how we might teach some of the basic ideas in astronomy. In particular, we will focus on the need to construct models, either physical or imagined to explain ideas in science. In addition, we will begin to look at how ideas in science must be argued for and the coordination between theory and evidence. In this session, we will finish the work on astronomy by looking at the ways in which we can help students to process informational texts and some of the difficulties they pose for your students. We will also have a chance to reflect on the strategies that we have met so far for teaching science, their function and their value.

Session 3: Reading in Science  Jan 25


In this session we will focus on the significance and value of reading in science. We will begin by exploring what makes reading non-fiction texts harder than reading fiction texts using some practical examples and looking at the textbooks that you may use. We will then look at some of the strategies and resources that teachers of science can use to help
Session 4: Getting to Grips with Electricity  
Feb 1


In this session, we will focus on the teaching of electricity and magnetism, beginning by exploring your own knowledge of the area and looking at some of the complexities that can make the area confounding. A particular focus will be on conducting a simple inquiry, how to interpret the results and what the implications are for teaching both this and other topics.

Session 5: Putting Electricity to Work  
Feb 8

Reading: Keith Waterhouse: Baffled by Electricity

In this session we will begin to look at how providing students an opportunity to talk science is an important means of developing students’ knowledge. The session will begin with a discussion of the reading before looking at some typical approaches that can be used in the context of teaching of electricity that support the teaching and learning of science. This will be an opportunity to try these strategies for yourselves and evaluate them.

Session 6: Writing in Science  
Feb 15


In this session, we will explore the role of writing in supporting learning in science. Traditionally writing in science has been dominated by copying from the board – a device by which the notes of the teacher become the notes of the student without going through the mind of either. Focusing on some of the concepts in the Grade 3 science curriculum, we will examine what strategies can be used to support student writing and how they might assist

Useful Web Sites for You

<table>
<thead>
<tr>
<th>The Khan Academy – <a href="http://www.khanacademy.org">www.khanacademy.org</a></th>
<th>This website is useful for explanations of the background science.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Exploratorium – <a href="http://www.exploratorium.edu">www.exploratorium.edu</a></td>
<td>A useful website for lots of ideas and resources about teaching science.</td>
</tr>
<tr>
<td><a href="http://www.goorulearning.org">www.goorulearning.org</a></td>
<td>This is a website that contains a lot of resources to support teaching science and has been written to support teachers.</td>
</tr>
<tr>
<td><a href="http://www.sharemylesson.com">www.sharemylesson.com</a></td>
<td>Another website for sharing lessons and</td>
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Jonathan Osborne  
7  
STEP 267E
EDU 267E Assignment #1: Content Area Task
(CAT) Science – Pre Assessment

Purpose
The goal of this assignment is to enable you to feel comfortable designing science learning objectives, to collect pre-assessment data about what your students already know about a science concept, to analyze that data to find patterns and define individual student needs and then to use that analysis to plan and design effective next steps to meet the specific needs of the students in your classroom. In assignment #2, you will create a practical application from this task to actually create a lesson plan.

Outline of Process

Part 1: Identify Content and Develop Learning Objectives (1-2 pages)
1. In collaboration with your cooperating teacher, chose a NSTA probe from the series Uncovering Student Ideas in Science, which both fits the standards for your grade and may be employed with your students in the coming weeks.
2. If necessary, modify the probe to fit the reading level, language ability or needs of your students. Attach a copy of the original and, if needed, the modified probe and explain why you did or did not need to modify it.
3. Identify the NGSS California science standards for which you are planning.
4. In a few paragraphs, describe the central focus (big idea) of the pre-assessment in mostly everyday English. What scientific information do you want to discover about what your students already understand or what prior knowledge do you anticipate they will bring to the study of this particular content?
5. List at least three learning objectives that you would like to measure using this pre-assessment. These should include both content (disciplinary core ideas) and developmentally appropriate scientific practices.

Part 2: Develop Rubric (these are mostly tasks, include the rubric with a summary of your students in part 3)
1. Design a rubric for which describes differences in levels for the learning objectives you identified in part one.
2. Give the (modified if needed) NSTA probe to your students. Collect all student work.
3. If necessary, revise rubric. You may also find it useful to tabulate your data in other ways such as using graphs or charts, but you do need to include a rubric in part 3.

Part 3: Analyze Student Work Based on the Rubric (2-3 pages)
1. Use rubric to create a summary chart of student learning levels for the entire class. (Add the percentage of students you evaluated at each performance level.)
2. Using the summary chart, describe current student understanding relative to your evaluative criteria. Include in your description what students seem to understand well as well as any misunderstandings, confusions or needs that were apparent for your students.
3. Describe patterns that you notice in regards to students’ understandings, misunderstandings, and needs. How can you use these patterns to inform your lesson planning and in what ways do you find them most relevant?
4. Identify 2-3 students who fall at different areas in your rubric. What have you come to understand about each of these students as science learners in terms of their prior knowledge or needs regarding your topic?

Part 4: Developing Next Steps (2-3 pages)

1. Based on student performance and patterns you noticed on this pre-assessment, describe the next steps of instruction for your students. These steps could include a specific instructional activity to support and extend learning of the objectives, big idea and/or relevant academic language for the upcoming learning segment.

2. In what ways are your next steps targeted to specific students or groups of students? How will you address the identified needs of these students in future instruction? Please refer to specific examples (2-3) of student work when answering this question. (These should be the same students you discussed in part 3.)

3. Describe any language issues raised for your students based on this pre-assessment. What additional next steps do you need to address so your students will be able to continue to develop their academic language with respect to the science concept and your learning objectives? As necessary, refer specifically to student work to answer this question.

CAT Assessment

This assignment will be formally assessed based on the Elementary Science Assessment Task Rubrics ES6: Analyzing Student Work from an Assessment and ES7: Using Assessment to Inform Teaching. Copies of this rubric are posted on the STEP google site. Please direct any questions about scoring the Content Area Task to Colin Haysman, PACT Coordinator, at chaysman@stanford.edu. In order to pass the CAT, you will need to get scores of at least 2 on both of these rubrics.

For the purposes of ED267C, this assignment will be assessed for completion when determining class grades.

CAT Submission Guidelines: COMPLETE CAT DUE October 1.

Please turn in two copies, one electronic and one through the online system, Tk20. The entire CAT should use pseudonyms for students and school identification. Each copy should include all parts and student work from the 2-3 students whom you referred to in Parts 3 and 4.

Copy 1: Electronic copy to both Polly and Alexis.

Copy 2: Submitted as a single pdf through online system Tk20. Instead of your name include your student ID as a running header or footer. Instructions will be provided.
EDU 267C Assignment #2: Practical Application of the CAT
Developing a Lesson Plan

Purpose and Description
The goal of this assignment is to use the assessment data and analysis you generated in your CAT to actually design a lesson plan. It is not necessary to implement this lesson plan in your class, but we do find it a useful exercise to actually practice teaching science to kids. Please use the following guiding questions as a guide, but feel free to modify according to what you would normally use at your school placement and with your cooperating teacher.

Some of the lesson plan elements can be lifted directly from your CAT. Please do not rewrite sections that have already been written (unless you want to).

Lesson Plan Guiding Questions

1. Description of Lesson (2-3 pages)

   Rationale and Content:
   - What content standards does this lesson teach?
   - What are the learning goals for your students? What do you want students to know and be able to do as a result of doing the work of this lesson?
   - How will the students in your class engage in the lesson?
   - Describe the content in your lesson in mostly “everyday” English, in a way that would be developmentally appropriate for the students in your grade level. For example, what specifically, beyond the written standards, are the scientific understandings you would like the children to know? (This part is the part I am most interested in)

   Assessment:
   - What evidence will you gather through formative assessment in order to monitor student’s progression towards your learning goals?
   - How will children be able to articulate not only what they have learned, but also how they have come to know it? An extension here would be to think about how children can also relate their understandings to evidence or scientific argument.
   - What evidence will you gather in order to monitor in particular the scientific understanding of your students?

2. Lesson Procedures (pages as needed)

   - In this section, please include an agenda or description of both the work you will do during the lesson and some possible anticipated outcomes for your students. This should be detailed enough that another teacher would be able to implement the lesson.
   - Include materials needed and any other handouts or content the teachers or students will need.

This lesson plan will be returned to you with comments. As we are continuing our class in the winter quarter, we consider this to be early work on more extensive lesson planning. Please set up times to come meet with us if you would like to discuss any aspects of the planning process.

Lesson Plan due October 8. Electronically to Polly and Alexis or hard copy in class.
Course Expectations
This is a course designed to help you learn both practical skills in planting, gardening, and cooking, along with teaching skills in integrating standards with real-life contexts. As such, attendance of the four class sessions is expected. Teacher candidates should be prepared to participate in the various rotations that will help with acquisition of this knowledge. If you must miss a class for any reason, please notify the lead instructor prior to the class via email.

Final Assignment - due date: JUNE 7
Teacher candidates will complete a final lesson plan or unit (1-3 lessons) utilizing knowledge gained from the three garden sessions. Teacher candidates have the option to teach the lesson or unit during their independent student teaching week. Teacher candidates will identify a subject area or areas on which to focus, choose standards to address in a lesson or unit, identify materials needed, outline the lesson, and select an assessment.

Session Details

Session 1: Planting the Seeds of Change
In this session, we will spend time learning about the beginning stages of growing a garden and observing the garden in the summer season. We will also investigate the ways that mathematics might be integrated with the garden.

Standards Focus: CA Mathematics Standards:
Grade 2: Measurement 1.3 - Measure the length of an object to the nearest inch and/or centimeter
Grade 3: Number Sense 3.0 - Students understand the relationship between whole numbers, simple fractions, and decimals
Grade 4: Geometry 1.0 - Students understand perimeter and area
Grade 5: Geometry 1.0 - Students understand and compute the volumes and areas of simple objects.

Suggested Reading(s) & Resource(s):
How to Grow More Vegetables: Than You Ever Thought Possible on Less Land Than You Can Imagine by John Jeavons

Session 2: Living History
In this session, we will observe the changes that have occurred in the garden from summer to autumn. We will learn about the old ways of gardening, preserving, and preparing for the winter. We will learn about the Ohlone Indians and the ways that they used heritage seeds in their daily lives through integration of the Social Science standards.

Standards Focus: CA Social Science Standards:
Grade 3: History – Social Science 3.2 – Students describe the American Indian nations in their local region long ago and in the recent past
Grade 4: History – Social Science 4.2.1 – Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources
Grade 5: History – Social Science 5.1 – Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic...
nations of the Great Plains, and the woodland peoples east of the Mississippi River

**Suggested Reading(s) & Resource(s):**
*Renewing America's Food Traditions: Saving and Savoring the Continent's Most Endangered Foods* by Gary Nabhan

**Session 3: Gardening in a Container, Cooking in a Pot**
This session will be used to facilitate understanding of the way the seasons impact the garden and the structures used for gardening. Teacher candidates will gain practical skills in learning how to use containers in the winter. We will also explore issues of health and the role of medicinal herbs in promoting health.

**Standards Focus: CA Science & Health Standards:**
Grade 2: Life Sciences 2 – Plants and animals have predictable life cycles.
Grade 2: Earth Sciences 3c – Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
Grade 3: Life Sciences 3a – Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
Grade 4: Life Sciences 2a – Students know plants are the primary source of matter and energy entering most food chains.
Grade 5: Life Sciences 2f – Students know plants use carbon dioxide and energy from sunlight to build molecules of sugar and release oxygen.

**Suggested Reading(s) & Resource(s):**
“A School Garden in Containers” by Drew Harwell

**Session 4: Bringing It Back Home**
In this last session, we will visit several Bay Area school garden projects. We will learn about the effect that resources have on starting and sustaining gardens at your own school sites. In observing the changes in the garden due to spring, we will also revisit the theme of sustainability.

**Standards Focus: Integrated Curriculum:**
Grade 3: History – Social Science 3.2.2 – Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).

**Suggested Reading(s) & Resource(s):**
*Hungry Planet: What the World Eats* by Peter Menzel & Faith D'Aluisio
The Rationale

Education 268 A is the first part of a three-part course in the teaching and learning of history/social science. The summer quarter is a whirlwind introduction to the themes and issues we will explore until the end of our time together nine months from now. Our course draws on the frameworks laid out in the California History-Social Science Standards (available as a pdf document at http://www.cde.ca.gov/re/pn/fd/documents/hist-social-sci-frame.pdf) If you haven’t read the California Standards, you might print them out and have a look—at all 249 pages. (Do so sitting down!) We are also influenced by the new Common Core standards for History/Social Studies (see the pdf document, pp. 60-63, at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).

Although the social studies curriculum is made up of many different disciplines, at its core of the California History/Social Science Standards is the discipline of history, and that will be the main focus of our time together.

Summer quarter has three interwoven strands. First, we will consider what history is, and how it differs from students’ everyday notions about the past. We will attempt to understand and be more explicit than we might have been previously about how historical knowledge is made, why historians change their minds, and how new historical questions arise. Second, we will examine what it means to learn history—how does students’ thinking develop over time? How can we “see” their historical thinking so that we can shape, guide, and assess it? The third strand brings together the first two as we consider what it means to teach history. By the end of three quarters of C&I you will emerge with concrete strategies that you can directly apply in your own classrooms.

At the heart of historical work is learning how to listen to the voices of our predecessors, those who have given us the world we inhabit. We hear these voices by learning to read and interpret primary sources. Fortunately, we live at a time when sources abound on the Internet. Stanford is the West Coast partner of the Library of Congress’s “Teaching with Primary Sources” program, (http://www.loc.gov/teachers/). Throughout the year, we will devote time and attention to learning how to navigate this incredible digital resource.
Carl Becker claimed in his presidential address to the American Historical Association on December 29, 1931 that “every man is his own historian.” Becker neither meant that we are skilled in reading documentary evidence nor that we all possess the capacity for turning such evidence into compelling narrative. Instead, Becker argued, each of us is called upon to construct stories of our own past and, by extension, the broader past that produced who we are in the present.

The past surrounds us. But we should not confuse “the past” with history. The past, as heritage, sentiment, nostalgia, or tradition, teaches us to revere and to sanctify. It aims to make us proud of our ancestors and to feel bonded with them in the present. It anchors us in time and gives us a shield against the eroding winds of modernity. The past teaches us to preserve and to respect, to recite and to follow. It cultivates reverence.

As a subject taught in public schools, history has different aims. Taught well, it forces us to raise questions and often unsettles us with the questions it raises. It teaches us how to function in a democracy by sharpening our skills to discern truth from falsehood. It teaches us to read what texts say and what they don’t say, and to appreciate that words often connote as much as they denote. History teaches us, above all, that to understand the past we must listen to multiple voices and come to reasoned conclusions about what to believe. It teaches us that the claims we make should be backed by evidence – primary sources, secondary sources, and sources that reflect different perspectives and different beliefs.

To engage in source work, students will have to engage with multiple texts, but often they come to us expecting to do what has sufficed in the past: reading the textbook and repeating back what it says. Often these same students will be reading considerably below grade level. Whether we like it or not, we must all become reading teachers. For without the ability to read -- and to think critically about that reading -- our students will always be on the outside looking in, watching others make decisions about matters that affect them. In STEP, our job is to help you become teachers of your subject matter, but also teachers who possess a repertoire of skills for developing students’ capacities as literate and effective citizens.

**REQUIRED READINGS**

- All other readings/materials on coursework: [http://coursework.stanford.edu](http://coursework.stanford.edu)

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1 The American Historical Association has placed this essay on its website, along with several other key essays on historical understanding, [http://www.historians.org/info/AHA_history/clbecker.htm](http://www.historians.org/info/AHA_history/clbecker.htm)
2 We will continue to use several of these books during Fall & Winter quarters as well.
3 Please print out readings on Coursework and bring to class. Please note: We have a no laptop policy during class time.
Office Hours

Office hours will be set on the first day of class. You can always see us by making an appointment during another time. If you want to make sure to see us, contact us by e-mail (which is preferable to trying to catch us during the hectic minutes of break).

Assignments

Snapshot Autobiography: The “Snapshot Autobiography” is intended to be a short introduction to the themes of historical writing: issues of selection, significance, storytelling, truth, and felicity. Take an 8 ½ by 11 sheet of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The first panel is the title page for your “Snapshot Autobiography”; the back page is reserved for an “About the Author” section. This leaves four panels. In each of these four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel Two, with “My Birth”). Fill two-thirds of each panel with your narrative and use the bottom third as a place to illustrate your narrative with a small (hand-drawn) picture. Don’t spend a lot of time on the pictures or the narrative. Give your Autobiography a title that captures its essence. Have fun! Due: Tomorrow.

Reading Guides: Five Reading Guides will be posted on Coursework (http://coursework.stanford.edu). Reading Guides are brief writing assignments due at the beginning of class. These reading guides should be typed. All five guides are required in order to earn full credit for this assignment, a 4.0. (Four acceptable guides earn a 3.0; less than four guides receive no credit). Reading guides are a chance for us to see your thinking in a way that is different from class discussion – if you have done the reading, you should be able to complete them in less than a half hour. They are not intended to be burdensome and we evaluate them credit/no credit. However, because of the compressed schedule of summer quarter, late reading guides will not be accepted.

Seeing Student Thinking: This assignment asks you to think critically about how students make sense of historical sources. You will be given sources to use and then you will conduct a “think-aloud” exercise with an adolescent (ideally with a student at the middle school). You will write up your findings in a two-page (single-spaced) analysis. This assignment is due next Thursday, July 11 so you might want to start thinking about the participants you will recruit.

“Opening Up History”: For this assignment, the culmination of our time together, you will create a one-day mini-lesson that challenges kids’ notions that history is a dry compilation of boring names and dates. Because textbooks are a ubiquitous feature in the classroom, you should build your lesson around -- or in response to -- a conventional textbook narrative. In your lesson, you should find some way to complicate the book’s narrative—by challenging it, expanding it, articulating its silences, questioning its assumptions, pointing out its narrowness, and so on. You should bring in on other primary or secondary source document to shed light on the textbook. Using two documents is optional, but you may not use more than two.

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4 Hand-drawn, really. This is a clipart-free zone!
5 Using two documents is optional, but you may not use more than two.
Coursework). Remember, however, that this is a single 50-minute lesson and therefore has to stand by itself.

Choosing a Topic. So as not to become overwhelmed, choose a topic of moderate grain size—not World War II or the Renaissance, but something more self-contained, e.g., the Allies’ refusal to bomb railroad lines to Auschwitz, the passage of the Gulf of Tonkin Resolution, the antecedents of the Montgomery Bus Boycott, Mussolini’s invasion of Ethiopia, the events leading up to sending US troops to Vietnam, the Sykes-Picot Agreement, and so on. (Important Guideline: If the textbook devotes more than one page to your topic then you’ve bitten off a chunk that is too large.) By next Tuesday, July 9, you should have a topic identified and bring in a copy of the one page textbook excerpt you will use for your mini-lesson; we will schedule individual meetings on that day. (Both the STEP curriculum library and the Cubberley Library have recent and fairly recent textbooks; for that matter, you can even use one of your old textbooks.)

Format: Your final paper should be organized into four parts.

Part 1: State the historical question your lesson will address. In two pages (double-spaced), analyze the textbook selection you choose. How does the textbook present this historical topic? How might the textbook narrative or account be opened up or problematized? You might consider asking: what is emphasized? What is ignored? Whose voice is heard? Whose voice is silenced? To engage in this analysis you will have to know more about the topic than what is contained in the brief textbook account, so choose a topic you already know something about.

Part 2: In two to three pages (single spaced), write up a mini-lesson that contains the following sections: goals for student learning; the sequence of activities you will use to achieve these goals; the materials (one other source, not to exceed one page in length) you will use and how you will scaffold them; a rough estimate of how much time each activity will take; how you will “see” student thinking; and how you will close the lesson. Be sure to add what you imagine students will learn before and after this particular lesson. (You can assume that students have read your textbook narrative prior to the lesson.) Note: This section can be written in non-essay bulleted form.

Part 3: Write an accompanying essay of two to three pages (double-spaced) that explains how this lesson challenges students’ belief that history is a finished story inscribed in a textbook. Connect your ideas to readings and discussions from class, when appropriate.

Part 4: In the appendix to your paper, include a legible photocopy of the textbook selection (no more than two pages) you will use. Highlight the section of the textbook narrative that you will focus on in the lesson. Include any supplementary materials and format documents to be ready for classroom use (e.g., large type font, lots of white space, and no more than 300 words per document). Include full references of all the works you consulted, including the textbook.

Due: Monday, July 15, by 5 PM, in Brad’s mailbox in the STEP office in CERAS.
A note about written work: Your written work should reflect care and professionalism. Twelve-point type (Times or Courier; this is Times New Roman) is required. Papers in small 10-point type will be returned. A few other issues:

1. Please do not print your paper back to back (it makes writing marginal comments extremely difficult);
2. Please do not try to circumvent page limits by eliminating margins (the default on both sides is at least one inch);
3. Late work must be cleared with us via email at least two days prior to the due date (this applies to the summer; a different policy will be in force during the fall). Otherwise, the assignment will not be accepted except in dire cases of medical or family emergencies.

SCHEDULE OF SUMMER READINGS/CLASSES

Class 1: Monday, July 1  Inquiring into History


Class 2: Tuesday, July 2  What’s History, Anyway Scaffolding?


§ Assignment Due:  Snapshot Autobiography
Reading Guide #1

*****Happy 4th of July******

Class 3: Wednesday, July 3  Seeing Student Thinking


§ Assignment Due:  
Reading Guide #2

Class 4: Monday, July 8  
Frameworks of the Mind

Read for today:  
• Wineburg, Historical thinking and Other Unnatural Acts, Phi Delta Kappan

§ Assignment Due:  
Reading Guide #3

Class 5: Tuesday, July 9  
Using Textbooks Strategically

Read for today:  

§ Assignment Due:  
Reading Guide #4

[Reading Guide#4 is 1-page sketch of plans for “Opening up History,” including copy of textbook excerpt.]

Class 6: Wednesday, July 10  
Context

Read for today:  

§ Assignment Due:  
Reading Guide #5

Class 7: Thursday, July 11  
Perspective

Read for today:  
Everyone reads:  
• Dower, J. (1996). Three narratives of our humanity. In
Edward T. Linenthal & Tom Engelhardt (Eds.), *History wars: The Enola Gay and other battles for the American past* (pp. 63-96). New York: Henry Holt.

**Jigsaw Readings** (read the particular selection for the group you were assigned)

- *(Japanese Survivor)* examples of Japanese perspectives

§ **Assignment Due:** *SEEING STUDENT THINKING assignment, due in class*

**Class 8: Friday, July 12**  
**Final Class**

*Read for today:*  

§ **OPENING UP TEXTBOOK**  
**Due: Monday, July 15, by 5 PM, in Brad’s box in CERAS**

| Assessment Scheme |  |  
|--------------------|---|---
| Snapshot Autobiography | 10% (C/NC) |  
| Reading Guides (all five) | 20% (C/NC) |  
| Seeing Student Thinking | 30% |  
| Opening Up Textbook | 40% |  

**The Web**

Learning about resources available on the Web is an absolutely indispensable part of this course. No one today can claim excellence as a history/social science teacher without a deep familiarity with digitized on-line source materials.

As the West Coast partner for the Library of Congress’s Teaching with Primary Source program [http://www.loc.gov/teachers/](http://www.loc.gov/teachers/), we will engage in exercises and training related to navigating this
site. In addition to the Library of Congress’s extensive resources (which we will explore in class), here are five top “go-to” resources for finding sources and teaching materials on the Web.

### Professional Organizations to Consider Joining

**National Council of History Education** [http://www.history.org/nche](http://www.history.org/nche)
[By joining NCHE, you automatically receive Historically Speaking, one of the best general history periodicals today]

[By joining as a teacher you automatically get the Magazine of History, a monthly publication with source materials and lesson plans]

**American Historical Association** [http://www.historians.org/](http://www.historians.org/)
[Discounted rates for teacher membership]

**World History Association** [http://www.thewha.org/](http://www.thewha.org/)
[The place where important developments in World History are happening]

**National Council for the Social Studies** [http://www.ncss.org](http://www.ncss.org)
[The major organization for social studies teachers; membership provides a subscription to Social Education, a monthly magazine of teaching ideas]

**Historical Association (UK)** [http://www.history.org.uk/](http://www.history.org.uk/)
[The Historical Association in Great Britain has many good resources]
Overview
Education 268B is continuation of 268A. This quarter we build off our work from the summer and further explore teaching and learning in history-social science classrooms. We will focus in particular on supporting students to develop critical literacy skills. To do so, we will consider how to become effective teachers of reading, speaking, and writing, and how to make content across history-social science disciplines accessible and useable to diverse groups of students.

Our course draws on the frameworks laid out in the California History-Social Science Standards (downloadable as a PDF document at [http://www.cde.ca.gov/cdepress/hist-social-sci-frame.pdf](http://www.cde.ca.gov/cdepress/hist-social-sci-frame.pdf)) and the Common Core Standards for History-Social Science ([http://www.corestandards.org/ELA-Literacy/RH/introduction](http://www.corestandards.org/ELA-Literacy/RH/introduction)). As such, the course is history focused, both in terms of content and skill development. However, we will examine similarities and differences between teaching history and other social sciences - in particular civics and economics - and incorporate materials and activities from across these subject areas.

The work we do in this class is grounded in both research and experience. Similar to the summer session, we will work through a variety of activities designed for middle and high school history-social science classrooms. We will read and discuss theories, assumptions, and empirical studies behind the teaching and learning issues and practices we explore. We will also practice elements of curriculum planning, instruction, and assessment. Throughout our time together, we will integrate the teaching and learning that you are experiencing in your placement classrooms into our conversations.

This course begins with a discussion of Pedagogical Content Knowledge (PCK) and how it applies to history-social studies classrooms. Central elements of PCK – subject matter knowledge, knowledge of students, knowledge of practice and teaching context – frame our work for the quarter. We will explore issues, materials, and strategies for developing content knowledge across the wide array of subject matter within history-social science courses and consider ways students learn, understand, and often misunderstand history-social science content and concepts. Throughout the course, we will discuss and practice different approaches to teaching history-social science. We will focus in particular on instructional practices for selecting and adapting materials, modeling and guided practice,
engaging students in historical inquiry, facilitating classroom discussion, lecturing, and identifying and assessing student thinking. In our final class, we will hear how STEP alumni are using different types of technology in their classrooms – a subject we will continue to explore next quarter.

As with the summer, this course is a lot of work. But now it’s even more: up before dawn, fighting freeway traffic to get to your school; running back to campus after lunch and grabbing a bite to eat; making it to class on time; and going home and reading yourself to sleep. It is a harried existence.1 If you find yourself stumbling, overwhelmed, or generally stressed out, that’s a signal to make an appointment with one of us. We will offer support and try to figure out what we need to do to get you through it.

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**READINGS**

A rich literature on teaching and learning history-social science has developed over the past two decades. Reading and discussing the literature will be an important part of our time together. There are assigned readings for each week. We will either send them to you or post them on our coursework site. You can also access most of the readings through Stanford eJournals, which you have access to for the year. We will discuss how to locate research online during class.

The pieces selected for this class are a small sample of the research on history-social science education. We will make available a list of further suggested readings for people interested in exploring different topics in more depth.

We expect the readings and reading guides to be completed before each class.

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**ASSIGNMENTS**

**Weekly Assignments:** There are 10 weekly assignments for the class. Six of these assignments are reading guides that are due before class on the day of the assigned reading. The other 4 assignments call for you to prepare materials for participating in classroom activities: a Structured Academic Controversy ticket, a Socratic Seminar ticket, sharing a modified document set, and presenting a short lecture on a topic of your choice. We will discuss these activities in more detail in class. Overall, 10 acceptable assignments are required to earn full credit for this section of your grade (a 4.0). Nine acceptable assignments earn a 3.5. Eight acceptable assignments earn a 3.0. Under 8 assignments receive no credit.

**Lesson Plans:** You will develop 2 lesson plans this quarter. The first will focus on explicit instruction and guided practice for teaching a historical thinking skill. This lesson plan is due on **Tuesday, October 29.** The second lesson will feature either an *Inquiry* or a

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1 One of the things that often gets eliminated from a crazed schedule is physical exercise. Don’t let it happen. Stanford has excellent gyms. This campus is a great place for a walk, and its running trails are breathtaking. You are not saving time by skipping exercise, but getting into dangerous habits that will make you burn out when you get a full-time job next year. We speak from experience.
Structured Academic Controversy (SAC), instructional activities we will focus on during the quarter. This lesson plan is due **Monday, Dec. 9**. We will provide detailed descriptions of these assignments in class.

**ASSESSMENT SCHEME**

<table>
<thead>
<tr>
<th>Weekly Assignments (ten)</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan 1: “Teaching a Skill”</td>
<td>40%</td>
</tr>
<tr>
<td>Lesson Plan 2: Inquiry or SAC</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Important note about written work:** (papers that don’t conform to these rules will be returned).

1. Twelve-point type (preferably Times or Courier; this is Times New Roman) is *required*. Margins should be at least one inch on the sides and two inches at top and bottom.
2. Double-space all work unless otherwise specified.
3. Please staple your paper.
4. Please put page numbers at the bottom of each page.
5. E-mail us a digital copy of all assignments.

**OFFICE HOURS**

Office hours will be set during our first class meeting. But you can always see us by making an appointment during another time. Remember, we have different strengths and areas of expertise; you will get the most out of this course if you draw on all of us. The best way to arrange a meeting is contact us via e-mail.

**SCHEDULE OF READINGS/CLASSES/ASSIGNMENTS**

**Week 1, Tuesday, Sept. 24  Pedagogical Content Knowledge**

Reading:


Due Today: Reading Guide #1
Week 2, Tuesday, Oct. 1  Approaches to Teaching History-Social Studies / The Importance of Subject Matter Knowledge

Reading:
- http://worldhistoryforusall.sdsu.edu/eras/era8.php#close

Due Today: Reading Guide #2

Week 3, Tuesday, Oct. 8  Students’ Historical Thinking / Selecting and Adapting Materials

Reading:

Due Today: Reading Guide #3

Week 4, Tuesday, Oct. 15  Modeling and Guided Practice

Reading:

Due Today: Reading Guide #4; Modified Document Set

Week 5, Tuesday, Oct. 22  Teaching Historical Inquiry

Reading:

Due Today: Reading Guide #5
Week 6, Tuesday, Oct. 29  Classroom Discourse (Part 1): Structured Academic Controversy

Reading:

- Lincoln Document Set

Due Today: SAC ticket

Week 7, Tuesday, Nov. 5  Classroom Discourse (Part 2): Socratic Seminar

Reading:

- Documents for Socratic Seminar

Due Today: Socratic Ticket

Week 8, Tuesday, Nov. 12  Elements of Effective Lectures and Explanations

Reading:


Due Today: Lecture Materials

Week 9, Tuesday, Nov. 19  Assessment (Part 1)

Reading:

- Beyond the Bubble (http://beyondthebubble.stanford.edu/)

Due Today: Reading Guide # 6

Week 10, Tuesday, Dec. 3  STEP Panel on Technology

*Final Assignment Due:  Monday, Dec. 9 (by 5 pm), Lesson Plan #2, Inquiry or SAC*
STANFORD UNIVERSITY SCHOOL OF EDUCATION  
Winter 2012  

ED 268C: Curriculum and Instruction in History and Social Science

Instructors:
Luke Terra       Joel Breakstone  
lterra@stanford.edu       breakstone@stanford.edu

OVERVIEW
In this continuation of Curriculum & Instruction in History/Social Science, we will focus on curriculum design. Using the tools and ideas from our prior work, you will create a cohesive unit of instruction that features thinking in discipline-specific ways while supporting students’ literacy development. We will draw on the “backward mapping” model of Wiggins and McTighe to guide us through this process.

To support your growth as curriculum writers, we’ll begin this quarter developing unit questions and enduring understandings that will unify your unit and help you make difficult decisions about what content to include. We’ll then consider how assessments can further define your desired learning outcomes as well as help you scaffold student learning. We’ll explore ways to promote the essential literacy of writing. We will also devote class time to using media and technology in the classroom.

We will also continue to focus on developing important classroom practices that promote historical thinking. We will ask you to present video clips of yourselves leading a discussion or presenting a lecture. We will provide you with a specific protocol for this presentation of five-minute video clips. Our goal is to share and reflect upon some of the realities we face in practice.

EXPECTATIONS

Class this quarter is structured around short homework assignments. Because we will workshop in class, it is extremely important that you complete the weekly homework assignments on time and bring them to class. These homework assignments are sequenced so that they lead to the final Unit Plan. Completing each one of these smaller assignments before class will make the final assignment seem much less ominous.
REQUIRED READING

You will be doing outside reading about the content of your unit and you need to allot time for that. Get started early. You will also need a copy of Wiggins and McTighe’s Understanding By Design and a copy of MindSparks, which will be available in class. We will post additional readings on Coursework.

Major Assignments

**Unit Plan:** due March 20 at 5:00PM.
Major Components:
- Rationale: explain the unit’s goal, themes, and significance
- Unit calendar: brief description of each lesson in the unit
- 4 detailed lesson plans
- Writing assignment (unit assessment)
- Rubric for writing assignment
- Reflection
- List of resources

**Video Presentation & Reflection:** In addition to selecting, showing, and discussing a video segment, you will write up a short one-page reflection. This reflection is due in class on the day you present. The clip and an outline of your reflection are due the Friday before your presentation.

**GRADING POLICY:**
Course grades will be determined by the following formula:
- Reading responses 15%
- Video Assignment 15%
- Unit drafts 35%
- Final unit 35%
SCHEDULE OF CLASSES/READINGS

1. **January 10:** Introduction: What is curriculum?
   
   **Read for today:** No reading
   
   **Homework due:** Plans for unit

2. **January 17:** Developing Goals: What Do We Want Students to Learn?
   
   
   **Homework due:** Unit rationale: Unit’s significance and relevant themes
   Reading response #1

3. **January 24:** Writing Assignments and Writing Assessments
   
   
   **Homework due:** Unit rationale: Unit question, specific goals, enduring understanding
   Reading response #2

4. **January 31:** Developing Rubrics
   
   
   **Homework due:** Writing assessment with scaffolding
   Reading response #3

5. **February 7:** Building a Calendar and Thinking about the Day-to-Day
   
   
   **Homework due:** Rubric
   Reading response #4
6. February 14: Lesson Plans and Sequencing Activities


Homework due: Unit Calendar and one lesson plan
Reading response #5

7. February 21: Assessments & Activities

Read for today: TBA

Homework due: Document sets with detailed memos for lesson plans

8. February 28: Film


Homework due: Another lesson

9. March 6: Media and Technology

Read for today: No reading

Homework due: Rough draft of entire unit plan

10. March 13: Unit Presentations


Final unit due March 20 by 5:00 p.m.
Video Presentation Assignment and Protocol

In order to ensure that we do not lose sight of the realities, challenges, and complexities of teaching historical thinking and reading in the classroom, we are asking you to present video clips of yourselves teaching. Each week, two students will present 5-minute clips of themselves either lecturing or leading a discussion. Please send us the video clip the Friday before the presentation. This will prevent any technical glitches.

Guidelines for choosing a clip:
- We are not looking for the perfect clip. This is intended to be a constructive session where we can offer useful feedback.
- We are looking for examples of you leading discussions and delivering lectures.

Outline/protocol for presentations:
Note: Each presentation will be no longer than 15 minutes. Due to time constraints, we will be extremely vigilant about keeping time.

Step 1: Brief introduction of clip (2 minutes maximum).
Include the following:
- Grade level
- Unit topic
- 1-2 sentences describing what students are doing in the clip.
  - Resist the urge to tell us all about the year’s curriculum, the difficult students, the temperature of the classroom, and the morning assembly.
- Focus question for the class: Formulate a single question that directs our attention to one specific element of the clip. (e.g., What worked/didn’t work about my opening question? Why did the discussion/lecture fall flat? How could I modify this activity to facilitate historical thinking? Have I missed opportunities for seeing student thinking?)
  - Do not formulate a question that only addresses classroom management issues.
  - Do not wait until your presentation to formulate your question. Think about your question ahead of time and include it in the outline of the reflection that you submit the Friday before the presentation.

Step 2: Present clip (5 minutes maximum. Feel free to present a shorter clip.)

Step 3: Warm/cool feedback in response to focus question (7 minutes maximum).

Step 4: Presenter response (1 minute).

Finally, submit a 1-page reflection paper in which you describe the purpose of the activity, what went well, what could have been improved, and what you would like the group to consider during its discussion.
Curriculum and Instruction in History and Social Science
Winter 2012

Unit Plan Assignment

The main assignment for Winter Quarter is the preparation of a Unit Plan. In this assignment, you synthesize what you have learned in C&I and elsewhere in STEP by preparing two to three weeks of instruction (10 to 15 fifty-minute class sessions; fewer if you are planning for a blocked schedule). We hope that you will be able to teach these units and videotape them as the basis for your Teaching Event; thus, choose topics that you will likely teach in March or early April. Even if you choose not to use this unit for your Teaching Event, it is difficult to plan for “students” in the abstract; therefore, we are asking you to plan this unit for the specific class – and a specific group of students – that you are currently teaching.

The purpose of this assignment is to bring together answers to the “big questions” we’ve addressed during our time together. Some of these questions concern the discipline of history:

- How is historical knowledge made and who gets to make it?
- Where does information in textbooks come from and how do we evaluate its reliability?
- How is every interpretation reflective of its origin, time, and author?
- What is “critical reading” in history and social science?

Other questions concern the actual teaching of historical thinking:

- How can we engage young people in historical questions that lie at the heart of the discipline?
- How can you identify and assess students’ thinking and understanding?
- How can you scaffold students’ work to build sophisticated reading and thinking?
- How can you teach students to use evidence in formulating historical arguments?

Such teaching has the potential to transform students from passive recipients of pre-packaged information to engaged and active citizens.

A unit plan organizes and connects instruction between individual class sessions into a coherent framework. To help us create powerful and coherent curricula, we will rely upon the “backward mapping” approach of Wiggins and McTighe: We start with a historical question and an enduring understanding that we want students to learn; we then design our assessment, so that we never lose focus of the learning goals and the skills which students will need to demonstrate understanding at the end of the unit; finally, we design all instruction to help students develop their enduring understanding.

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1 You’ll want to consult with your CT on this; remember that units can take longer than planned, and you will absolutely need to have your teaching videotaped in time to do extended analysis, write up results, and share them in May.
The final Unit Plan Binder should include all components detailed on the next two pages. Please note that you will produce drafts of many of these components as weekly homework assignments throughout the quarter.

**Unit Components:**
1. Table of contents
2. Rationale
3. Annotated bibliography
4. Calendar
5. Opening Up the Textbook lesson
6. Inquiry
7. SAC
8. Teaching a Skill
9. Performance assessment & rubric
10. Reflective letter

Below is a detailed explanation of each part. Specific instructions will follow for some of the more intricate parts.

**Rationale**
The rationale explains the purpose of your unit (2 pages, single spaced). Why should this unit occupy curricular time? Does this unit address questions that lie at the heart of the discipline? How does this unit develop students’ historical reading and thinking skills? Your rationale should also include:

- Overview of your goals as a teacher as informed by class readings
- Why is the topic important?
- How do your unit goals, unit question and enduring understandings help you organize instruction?
- How does the topic relate to a course theme?
- Applicable state content and skill standards
- Discussion of the beliefs and misconceptions that students might bring to the subject matter
- Discussion of how your unit will help students of multiple skill levels to understand how new historical knowledge is made and justified

**Annotated bibliography**
Provide a bibliography of all the works you consulted as you planned and executed this assignment. Write one-paragraph annotations for 10 works that include the following:

- Topic/focus of resource
- Type of resource (e.g. film, website, monograph, primary document collection, etc.)
- What you learned from this resource
- How this resource could be or was useful

*Your list of 10 annotated works should include a minimum of 2 scholarly works, 2 primary source collections, and 2 websites.*
Calendar
The calendar should list the goals you have for each day, the corresponding content you will teach on each day, and the kind of activities you see yourself using. The calendar should demonstrate an understanding of a range of classroom activities as well as an understanding of how to sequence and scaffold them. At a minimum, your calendar must include the topic, the content and skill goals for each day, instructional activities, resources, and due dates for all student assignments. A specific format will follow.

Lesson plans
A. Design one Opening Up the Textbook lesson

B. Design one Inquiry lesson

C. Design one SAC lesson

*Use previous guidelines for A, B, and C. However, abbreviate the rationale section so that it simply addresses learning goals and the historical question.*

D. Teaching a Skill

This mini-lesson builds off the cognitive modeling lesson that you created Fall Quarter. It cannot focus on sourcing. See coursework for abbreviated guidelines.

*In one lesson plan, include a detailed outline for a mini-lecture.
*In one lesson plan, include a detailed list of prompts to guide a discussion and a brief explanation of the purpose of the discussion.

Performance assessment.
We will focus in class on developing a culminating writing assignment that requires students to engage with original evidence. You will construct the assessment, determine what students will need to know and be able to do to complete the assessment, explain how one specific workshop would prepare students for the assignment, and create a rubric for evaluating it.

Reflective letter
Address what you learned about unit planning through the course of this assignment (2 pages, single spaced). In this assessment you might comment on your own learning process, lessons that you’ve learned, persistent puzzles, and potential areas for growth. Finally, explain how a part of this unit was informed by another STEP course.

Final unit due March 20 by 5:00 p.m.
EDUC 269X  The Ethics of Teaching

Spring 2013

Instructor: Eamonn Callan
Office: Cubberley 218
Phone: 723 8317.

The best way to catch me is through e-mail. If you don’t get a reply within 24 hours, then pester me. I’m happy to meet students outside class at mutually convenient times. My e-mail is <ecallan@stanford.edu>

The purpose of this course is to help students to prepare for the ethical problems they will routinely confront in their professional lives as educators. These problems are commonly much more intellectually complex than they seem at first glance. More than unreflective goodwill or familiarity with a code of professional conduct is needed if educators are to be equal to the moral challenges their work inevitably poses. Educators require moral sensitivities and understanding that will develop haphazardly – or not at all – without some systematic study in the applied ethics. This course is an opportunity to begin that study.

By the end of the course, students should have a command of some basic principles of ethical reasoning, a familiarity with the most important ethical concepts that apply to their work, and an ability to apply these skills and concepts in the analysis of case studies. Among the ethical concepts addressed in the course will be the following: confidentiality; academic freedom and freedom of speech; equal treatment and fairness; students’ and parents’ rights; democratic accountability and moral pluralism. Apart from the cases I distribute for analysis in class, no reading is required for the course. The best available book on the ethics of teaching is Kenneth Strike, Ethical Leadership in Schools. You should read it at some point in your career. But there is no particular advantage to reading it now.

A short case-based assignment will be due on May 8. Whether students wish to take the course for one or two units, they must complete that assignment. Students who wish to take the course for two units must undertake an additional written assignment. That assignment can be submitted when the course is submitted by June 4.
Dear Parents,

During the five years I have taught at Miles Davis I have been deeply grateful for the help of parents in my efforts to excel as a teacher. Therefore, it pains me a lot to say that I cannot in good conscience sign the petition that you have sent to me. I am certain that you have the best of intentions in promoting the petition. But I am afraid it could lead to one of my students being denied the education to which he has a moral right. I just cannot support that.

I have always thought of Davis as a community in which we are committed to teaching all our children, not just the ones who are the easiest to educate. This has certainly been a difficult year in my classroom. But I can assure you that I am trying as hard as I can to maintain instructional quality, and in cooperation with the Principal, I am seeking additional resources so that all my students will receive an excellent education.

The quality of the education I can provide at Davis depends greatly on parental support. I respect your concern with helping me do the best for your children that I possibly can. But the best help you could give me now is by recruiting additional parents to help in my classroom during these trying times. Getting rid of a student who belongs to our community as much as your own children is not a good solution.

Dear Superintendent,

The current policy in our district for assigning extra resources to children with special needs is inequitable and should be revised. The necessary revision need not be prohibitively expensive for the district and would ensure adequate instructional support for children who are now being denied their right to a basic education. It would also help to forestall growing disquiet among parents at our school who are beginning to lobby for the removal of a particularly disruptive child from one of our classrooms. Their efforts may soon become a serious political embarrassment for the school and the district as a whole.

The flaw in current policy has become very clear to us this year at Miles Davis. One of our students’ parents has rejected our argument that their son would benefit from a psycho-educational assessment. We had urged the parent to approve an assessment because their child’s behavior in the classroom strongly indicates the possibility of some undiagnosed developmental delay or learning disability. Unfortunately, it has become increasingly difficult for us to meet this child’s educational needs, and his behavior has begun to adversely affect the learning of his peers. We are convinced that the child could flourish in his current placement if additional instructional resources were available to us. Unfortunately, no additional resources can be made available to us under the current
special education policy because we are unable to authorize a psycho-educational assessment without parental consent.

No student’s education should be held hostage to a parent’s unwillingness to approve a psycho-educational assessment. We are not suggesting that the District violate parents’ legal and moral rights. But surely a means can be found to protect the rights of children when extra resources are plainly needed in a classroom to respect those right but parents still refuse to approve an assessment. Surely the District could recruit expert special educators to observe classrooms where a teacher and principal claim that a child who cannot be assessed formally is falling badly behind and/or being seriously disruptive to others. The observer would not try to offer a covert psycho-educational assessment. The purpose of the observation would be rather to determine if extra resources were necessary to secure a baseline of instructional adequacy for all students in the classroom.

We do not argue that extra resources should be made available just because a teacher and principal demand them. We understand the need for care and prudence in the use of the district’s limited fiscal resources. Therefore, the conditions under which extra resources are made available to classrooms in the absence of formal psycho-educational assessments should be very carefully formulated and stringent. But we are also convinced that what is at stake here a question of educational equity. Some children in our schools are being denied the education they are morally entitled to just because their parents do not want an assessment that educational professionals have deemed urgently necessary. We cannot necessarily change parents’ minds but we can avoid the worst consequences of poor decisions about assessment on their part.

(2)

Dear Jim,

As you suspected, I overheard what happened in the parking lot today. I don’t think I’m in any position to blame you for what you did. If I had been in your shoes over the last few months, I may not have survived as well as you have done. I also know that when people are over-stressed and provoked by the abuse of others, they can do things that are completely out of character. But if I cannot blame you for what happened today, I will blame you for not doing what you need to do tomorrow. You need to resign your teaching position because you can no longer trust yourself to fulfill your moral responsibilities as a teacher. If you can’t trust yourself, then you cannot expect people who care about you and your students to trust you either. I have absolutely no doubt that you could be a terrific teacher. But not at this school at this point in time. If you do not resign tomorrow morning, I intend to go to the principal to report what I saw. I believe I owe that to your students, and if you are the kind of teacher I believe you to be, I know you will agree that I owe them that.

(3)
Access to exciting and challenging reading material is necessary to the education of every child in our society. Nevertheless, in a society as religiously and morally diverse as the one we live in, books and magazines that some parents believe have great educational merit for their children will inevitably be rejected by other, equally responsible parents as corrupting. The recent controversy at John McLaughlin about our library has exposed this issue in a very divisive way. But I believe that we can overcome our divisions by finding a solution that respects the range of reasonable disagreement in our community while holding fast to the principle that all our children need access to reading that stretches their abilities and fires their imagination.

Denying children in our Elementary School access to reading material suitable to the Junior High School is surely no solution to our current problems. Some parents reasonably object to particular books or other materials. But no one could reasonably argue that all the Junior High level material is indecent or otherwise objectionable. To deny advanced readers in Grade 4, for example, access to certain books just because they were written for a Grade 7 audience is to deny them an educational opportunity that may necessary to keep up their interest and skills as readers. On the other hand, no one should try to interfere with the efforts of conscientious parents to convey their own distinctive values to their children, and our policy should not promote such interference.

Henceforth parents can inform the school that they wish themselves to select any texts the child withdraws from the library for reading. Parents will be given access to the library during all working hours, and they can file a list of books in the library that they wish their child to read. In any such case, the child will not be able to withdraw other books from the library. By this means, we can have a policy that gives parents the support they reasonably demand in transmitting their distinctive values to their children, and at the same time, we can ensure that all children have access to the library they deserve.
Intentional and Child-Centered Teaching
Lesson Plan Frame and Scoring Guide

Using course discussions and assignments combined with observations at your placements, design and annotate a lesson plan and justify your decisions by making explicit connections to research and theory discussed in the class. You should plan this lesson as if you were going to teach it in your current placement – although you will NOT need to teach this lesson to complete this assignment. The assignment is divided into three parts:

1. **LESSON DESIGN**: In the template provided below, respond to prompts about your lesson design.
2. **LESSON PROCEDURES**: In this section, list your lesson procedures and provide a purpose/rationale for those decisions.
3. **THEORETICAL JUSTIFICATION**: Here you will identify two topics discussed in class that influenced the decisions you made in your teaching plan.

### 1. LESSON DESIGN

**Context** (CSTP Standard 3) /5

**Students: Describe the students with whom you will be working**
- How many students will you be teaching? How many males? females?
- What is their grade level?
- What is the age range of the students?
- What is the linguistic background of the students? (e.g., English Only, Bilingual, Language other than English spoken at home, CELDT level(s)?)
- What additional needs might the students have?
  - How many students have Individualized Education Plans or 504 plans or other special needs you have identified in your experience with them?

**Rationale** (CSTP Standards 1.1, 4.1, 5.4) /5
- Which CCSS standard does this lesson address? (or CA standard, if that is what your school or CT uses)
- What are your learning goals? What do you want students to know/able to do (consider key concepts, strategies, skills) as a result of the lesson?
  - Given *some kind of instruction* students will be able to (SWBAT) *verb + content* in order to demonstrate *content standard*.
- Do you have the same goals for all students, or do they vary. If they vary, how and why?
Apart from curriculum and standards, why is the content of this lesson important for these particular students? What is the “big picture” for the students?

What social skills are necessary for full participation in this lesson? Consider how you want students to act, interact, and communicate.

**Assessment** (CSTP Standard 5) /5

- What evidence will you gather through formative assessments to monitor students’ progress towards meeting your learning goals?
- How are the assessments developmentally appropriate for all students (language learners, students with IEPs, etc.)? What changes/modifications might you need to make (if any)?
- What evidence will you use to determine the nature of students' motivation?
- What opportunities for feedback and what type of feedback will you provide to students as part of monitoring their learning?
- When will students have the opportunity to make changes based on your feedback?
2. **LESSON PROCEDURES:** (CSTP Standards 1, 2, 3, 4) /5

Please list your lesson procedures in the template below. Be sure to include the explicit procedure and purpose of each learning activity. We have included some guiding questions to help you think about the rationale for each part of your lesson. You can respond to those questions in the “Purpose/Rationale” column as well as include any notes or further considerations and modifications needed for your students.

<table>
<thead>
<tr>
<th>Learning Activity/Teaching Strategy</th>
<th>Purpose/Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making Connections/Introduce the Concept (Engage)</strong></td>
<td></td>
</tr>
<tr>
<td>How will you introduce the topic/concept/skill of focus?</td>
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<tr>
<td>How will you communicate your learning goals/objectives or your expectations to the students?</td>
<td></td>
</tr>
<tr>
<td>Consider what you know about your students’ development (physical, cognitive, social, academic and linguistic) and cultural</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from work by A. Lippincott, S. Tuyay, and PACT
backgrounds to make the learning interesting, accessible, and relevant. Consider how you will connect to students’ previous experiences/prior knowledge, and adaptations you will make to ensure appropriateness for all students.

<table>
<thead>
<tr>
<th><strong>Demonstrating and Sharing Examples (Explain)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you explicitly teach or model (demonstrate) the skill/strategy?</td>
</tr>
<tr>
<td>What kinds of examples/samples will you provide?</td>
</tr>
<tr>
<td>Practice (Explore)</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>What opportunities will you provide for students to practice this new skill/strategy?</td>
</tr>
<tr>
<td>What opportunities will you provide for students to practice the academic language?</td>
</tr>
<tr>
<td>What is the instructional purpose of the activities you have planned?</td>
</tr>
<tr>
<td>What grouping strategies (i.e.: large group, heterogeneous or homogeneous small group, pairs, individual seatwork) will be used during the lesson to engage students with the content?</td>
</tr>
</tbody>
</table>
### Applying *(Extend)*
What kinds of opportunities will you provide students to apply this new learning to their everyday lives?
What kinds of opportunities will you provide students to critique and reflect on their learning?

### Closing
How will the lesson be summarized?
How will the key points be articulated? By whom?
3. **REFLECTIVE COMMENTARY**  
(4-6 pages) (CSTP Standard 1, 2, 3, 4, 5, 6) /5

1. Identify and briefly describe 2 topics discussed in this class that you used to build your lesson plan and believe help support intentional and child-centered teaching.

2. Using 3 examples from your lesson plan above (instructional strategies/activities and assessments), explain how your instructional decisions are supported by the theories and research identified above. (How are the theories important to your teaching? How are the theories important to students’ learning and development?). Although both theories do not need to be made explicit for each example, be sure to discuss each theory at least once in the response.

Adapted from work by A. Lippincott, S. Tuyay, and PACT  
EDUC 283
CHILD DEVELOPMENT IN AND BEYOND SCHOOLS
Pre-Fall/Fall 2013

Instructors

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Laura Hill-Bonnet
Email: laurahb1@stanford.edu
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Class Meetings

Wednesdays  2:45-5:15 PM, August 21st to September 18th
3:15-5:15pm, September 25th to October 16th
Room 204 CERAS

Course Overview

The primary purpose of this course is to strengthen your understanding of child development and its implications for teaching. Together we will explore psychological and educational theory and research so that you can make informed and intentional decisions to support students’ learning and social emotional development.

This class is designed to help you become an effective teacher for all of your students. Specifically this course seeks to: 1) help you better understand how children develop physically, cognitively, and social-emotionally; 2) expose you to the theoretical roots and empirical research that support classroom practices you have previously experienced and will encounter throughout your development as a teacher; and 3) provide you with the tools and background knowledge you need to decide your own theoretical position about the learning and development process and to pursue your own inquiries.

Required Reading


Assigned articles on STEP Google-site (distributed online)
Required Activities and Assignments

*Class participation/attendance (30%)*
You are required to attend every class meeting and to complete all readings before the class. Contact us prior to class if you cannot attend or will be late. If you are absent or late, you are responsible for collecting all hand-outs and in-class assignment materials for the day you missed. In-class assignments that are not made-up will result in a lower course grade.

*Leading discussions (10%)*
In groups of four you will take responsibility for leading a 15-20-minute discussion or activity related to one of the articles required for the class. The goal is to ensure that all students have a deep understanding of the issues and their implications for practice. You should cover the main points of the article, raise and elicit questions about its meaning, and discuss the practical implications for teaching. This is an opportunity for you to engage in some “intentional teaching” of your own!

*Observation and motivation reflection (30%)*
Throughout the course you will document and submit three written observations and analyses from your placement. Specific directions will be given for each. These observations will be used in class to facilitate small group discussions and/or activities. The first is due week 5 (September 18th), the second is due week 7 (October 2nd), and the third is due week 9 (October 16th). The observations are designed to help you see the practical implications of the topics covered in class and to examine and build a theory of development that can guide your own intentional, child-centered teaching. The three observation assignments will also help prepare you for your final assignment.

*Annotated lesson plan and summative reflection (30%)*
Due Monday, October 21, 5 PM.
For your summative assignment you will design and annotate a lesson plan for your current classroom. The goal of this assignment is to give you practice in making intentional decisions that consider the skills and needs of all of your students. Using your observation assignments and feedback (as well as any informal observations), readings, and in-class discussions and assignments, you will provide a rationale for decisions present in your lesson plan. In addition you will include a written reflection that answers the following questions: How is my lesson plan: (1) developmentally appropriate, (2) theoretically grounded, and (3) differentiated to be effective for all students?
# Weekly Goals and Reading

<table>
<thead>
<tr>
<th>Week Date</th>
<th>Topic</th>
<th>Objective</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td></td>
<td><em>Centered teaching</em></td>
<td></td>
<td>Pressley &amp; McCormick (P &amp; M), Ch. 1 (pages 3-8)</td>
</tr>
<tr>
<td>Aug. 28</td>
<td><em>Cognitive Development:</em></td>
<td>SWBAT appreciate the relevance of different theories of child development, especially Piagetian theory, to teaching.</td>
<td>P &amp; M, Chapter 3 (pages: 61-74; 82-91)</td>
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<tr>
<td>Sept. 4</td>
<td><em>Cognitive Development cont.:</em></td>
<td>SWBAT understand the differences between Piagetian and socio-cultural theory and is familiar with instructional strategies based on socio-cultural theory.</td>
<td>P &amp; M, Chapter 6 (pages: 153-168)</td>
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<td></td>
<td><em>Vygotsky</em></td>
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<td>Center on the Developing Child at Harvard University (2011). <em>Building the Brain’s “Air Traffic Control” System:</em></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
<td>References</td>
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<tr>
<td>Oct. 2</td>
<td>Motivation</td>
<td>SWBAT understand theory-based elements of motivation and can analyze strategies for promoting positive motivation and engagement in the classroom.</td>
<td>P &amp; M, Chapter 9 (261-275)                                                                                                               Stipek (2002), Chapter 7 OR Chapter 11</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>SWBAT Statement</td>
<td>Assignment</td>
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<td>Oct. 9</td>
<td>Memory and Thinking</td>
<td>SWBAT identify various instructional techniques for supporting and hindering memory and thinking processes</td>
<td>P &amp; M, Chapter 4 (pages 92-121)</td>
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<td></td>
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<td></td>
<td>Jigsaw:</td>
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<tr>
<td>Oct. 16</td>
<td>Direct &amp; Indirect Instruction</td>
<td>SWBAT differentiate direct and indirect instruction and appreciate the goals and contexts in which each is appropriate</td>
<td>Dell’Olio, J. &amp; Donk, T. (2007). Models of Teaching Connecting Student Learning With Standards Chapters 4 and 6 (Direct and Indirect Instruction)</td>
</tr>
</tbody>
</table>

*Observation 2 due*

*Observation 3 due*
**Observations**

Throughout the course you will document and submit 3 written observations from your placement. The observations are designed to help you examine and build a theory of development and learning that will facilitate your own intentional and child-centered teaching. They will also inform your final assignment.

All observations are due in hard copy at the beginning of the class. Make sure you include your name and the grade of your classroom.

**Observation 1, Due Week 6**

Select a teacher-directed lesson to observe.

*In the observation you turn in (2-3 pages):*
1. Provide a brief summary of the lesson.
2. Explain which theory(ies) of cognitive development and learning the lesson reflected.
3. Explain whether (or how) the lesson was intentional and child-centered.
4. Describe any opportunities you saw for practices connected to other theories that might have been implemented in the lesson?

**Observation 2, Due Week 7**

Identify a child who appears to have difficulties getting along with peers or other problems related to social-emotional development.

Observe the child as closely as you can without making him/her feel uncomfortable.

Supplement your observations with a conversation with the child, if appropriate. Try to determine whether the child is aware of the difficulties in social situations with peers and his/her own explanation of incidents you have observed. This kind of interview needs to be conducted with great care. It should be casual so the child does not feel like she is in trouble. Begin with a neutral comment, something like “What do you like to do at recess?” Then venture slowly into issues related to friends and playmates. For example, “who do you like to play with? Is it easy or hard to get kids to play with you? I noticed that Sam wouldn’t let you have the ball yesterday, does that happen often? Why do you think he wouldn’t let you have it?” Make it a conversation, not an interrogation. Don’t just ask questions, make comments like, “I loved the jungle gym best when I was your age, but sometimes I got scared when I got to the top.” Keep it light and stop if the child appears to want to discontinue the conversation.

*In the observation you turn in (2-3 pages):*
1. Describe the observations that led you to select this child.
2. Describe your observations related to the following:
   - Are problems seen with adults as well as peers?
   - What are the contexts in which the child manifests difficulty?
   - How do other children respond?
   - What efforts have been made to assist the child?
3. Summarize what you learned in your interview (if you did one).
4. What is your analysis of the child’s underlying problems (e.g., poor inhibitory control, poor emotional self-regulation, inability to read other children’s emotions, shyness...?)
5. Discuss strategies you would use to assist the child?

**Observation 3, Due Week 9**

While you are observing your cooperating teacher, focus on the strategies s/he uses to engage students. This will most likely occur during some kind of independent practice or guided practice, but not necessarily

1. Give some context to the situation (tell where the observation took place, when it took place, who was involved in this particular event, and what was going on in general)
2. Describe specific practices/moves/strategies the teacher used to engage students in a particular event, activity, or learning moment.
3. Describe the motivational systems (e.g., extrinsic, internalized, intrinsic) the teacher draws upon.
4. Describe the level and kind of motivation (or lack there of) exhibited by students.
5. What other strategies might have been used to increase students' deeper intellectual and emotional engagement.
Your final assignment for this course is to submit a Classroom Leadership and Management Plan, in five sections, that is a synthesis of your current thinking about how you think you might want your ideal classroom to operate. The assignment offers you the opportunity to think deeply about how you want to manage your classroom and strategically plan what you might do to create and maintain an effective space. The course readings and activities, along with your Reflections and notes from your own journal, should provide material to support your thinking.

For each section, there are discussion points to guide your writing. Please note that if you were to respond to all of them in depth, this would result in a document much longer than is expected or that you have time to write! Thus clarity becomes more important than quantity. While editing and proofreading, look for consistency within and across each section. Consider peer review as a strategy for insuring both clarity and consistency. Be sure to reference particular theorists/readings when appropriate – page numbers for reference in parentheses in the text (as per APA specifications) are very useful, so that YOU can look it up later, too. While it may not always be possible, really consider from where your ideas are coming, and reference them as best you can (citing, “Personal communication” for ideas from someone is perfectly acceptable). Please include a bibliography at the end.

Be specific – instead of “occasional meetings,” “they’d share thoughts,” “consequences would take place,” or “resources would be provided,” specify: How often? What kind of thoughts? Which consequences? What resources? This plan should be informative, concise, and most of all, useful. Be sure to specify the grade you are theoretically teaching from the start – so that I don’t have to look for it!

Your plan should include the following sections:

1. Teaching Philosophy Statement: (approx 2-3 pages)
   - What is (are) the role(s) of the teacher?
   - Discuss your teaching preferences by briefly describing your ideal classroom. How might the day begin? What teaching strategies might you use? How might you introduce your lessons?
   - What theories of education, learning, and classroom management have shaped your thinking? (Again, please reference these when applicable, either by citing your readings, or by referencing discussions, etc. And, as I said above, I know this isn’t easy or even possible at times, but it’s useful to understand what is shaping your thinking.)

2. Building Community: (approx. 3-4 pages)
   How should a teacher create community in the classroom, and why? How might the community that a teacher develops in her/his classroom affect the learning environment? How could it affect interaction between/among the students?
   By briefly summarizing your placement experiences through a community lens, and, based on what you have observed and read, make some decisions about creating a community in your future classroom. Be sure to answer all the questions below:
   - What do you believe are the components of an effective and equitable classroom community? On what are you basing these beliefs? Be sure to reference your sources.
   - Speak briefly about the differences between your cooperating teachers’ ways of establishing community in the classroom. Some possibilities of discussion are: opening activities, transitions (from one activity to the next), getting students’ attention, daily procedures (to get in line, to get materials, to get started), and physical space. Make sure to differentiate between descriptions of your observations and their interpretations.
   - What are some ways you will create a classroom community? Discuss some choices you are considering. Include your thoughts about opening activities, transitions, attention getters, procedures, and physical space. How will you make connections with the extended class community, such as families?
3. Creating a Working Space in Your Classroom (approx. 1-2 pages, plus a 1-page classroom design)
You have just been hired to teach a class of 25 students. Your principal is willing to order whatever furniture you need for your classroom. Your task is to design the physical space of your classroom. Use the layout for a classroom that is 30x30 (attached to the separate assignment sheet, as well as to this assignment). Make sure you have enough desks, chairs, group tables, bookshelves, etc. Please be sure that any extras you might include (carpets, beanbag chairs, sofas, etc.) are proportional. Include a clear explanation of everything you include/how it would be used.
- The cabinets have storage for your supplies; assume they will be able to hold them all, but the students will not be able to access anything that is in the cabinets, so keep that in mind, too.
- In your write-up, please think about the following questions (but you aren’t limited to these!):
  o What are your main types of instructional activities and how will your set-up support these?
  o What equipment and supplies must be accessible to students, and how will that happen?
  o How have you accounted for the movement around the room that may be necessary for the different activities that take place in your classroom?
  o How are you dealing with supplies, books, etc.?
  o What sort of special areas have you created in your classroom, and what is their purpose?
  o What might you want students to notice/appreciate about your classroom design?

4. Classroom Rules & Procedures: (approx. 4-5 pages)
For this assignment, consider your classroom experiences before coming to STEP, all that you have observed so far in your two placements, and the relevant readings you have done. Then, answer the following questions regarding how you would like to organize your classroom management system:

- What conduct is necessary for a productive classroom?
- What will be the rules, guidelines, boundaries, and consequences for behavior in your classroom? How will these be established and shared with the class community?
- What are the norms, routines and procedures (transitions, materials management, homework, etc.) you will institute for effective participation and learning in your classroom? How will you teach and reinforce them? How does your teaching philosophy inform your strategies in this area of your plan?
- What procedures will you institute for interventions and problem solving? Think of this as a statement you might make to parents or administrators (perhaps in an interview!) about how you will approach little or big problems that arise in the classroom. What guides your choices about these?

5. Reflections: (approx. 2-3 pages)

- This is a very important part of the paper. Reflect on your classroom management plan. Consider the following:
  - What are you confident about?
  - What questions or uncertainties do you still have about your plan? What are these based on?
  - What are your next-steps in implementing, thinking about, and updating your plan?

Mechanics:
- 15-18 (or so!) pages double-spaced, one-inch margins, (which includes the additional page for the diagram described in section 3).
- Footnote (APA) references where applicable (in-text citations are also acceptable).
- Please be sure to number the pages of your document.
- For this assignment, a hard copy of the paper is due at our last class on September 19. (This will include all the separate pieces you have drafted ahead of time, now in final form.)
Please email me a copy, as well (don’t worry about emailing the classroom design if it was hand-drawn). Please name the document and the email with your last name first.

As always, if you have questions or concerns, feel free to contact me.

Rubric:

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrates philosophy of teaching throughout the paper</td>
<td>A philosophy of teaching with an integrated stance towards issues of equity is clearly articulated, and provides a foundation from which all classroom management decisions and dilemmas stem.</td>
<td>The philosophy behind decisions in classroom management is introduced early in the paper and integrated throughout each section, providing a rationale for decisions and dilemmas in the plan. Issues of equity are addressed in this section and each of the following sections.</td>
<td>The philosophy is not well established in the paper OR a stance towards equity is not fully developed. Decisions for the management plan do not appear rooted in a well-integrated philosophy.</td>
</tr>
<tr>
<td>Addresses all areas outlined in the assignment description</td>
<td>All elements are seamlessly addressed. Coherence lends to the sum being greater than the total of the parts.</td>
<td>Each area is addressed. The different parts of the assignments are clearly linked and build upon each other, and all important questions are covered.</td>
<td>The paper may be missing essential aspects of the assignment and/or may have avoided covering important questions, or the paper’s arguments are disjointed/seem unrelated.</td>
</tr>
<tr>
<td>Incorporates readings from the course</td>
<td>Multiple sources are incorporated and analyzed with insight. Theoretical references help to illuminate the different sections of the plan.</td>
<td>A variety of sources are incorporated to provide theoretical grounding for ideas.</td>
<td>Very few references are made to course reading material. The ideas are not evidently grounded in theory.</td>
</tr>
<tr>
<td>Demonstrates a reflective stance</td>
<td>The plan recognizes dilemmas in classroom management, refers to areas of growth and change, and discusses areas for further development.</td>
<td>Meets the standard and provides some possible next steps and their implications.</td>
<td>Management plan does not seem to recognize the complexities of a classroom of students.</td>
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Creating a Working Space in Your Classroom- Classroom Layout

Choose the grade for which you are planning and fill it in. Then choose your furniture, and lay it out on the grid. It might be easier to print this sheet and then draw your plan on it. Be mindful of the (approximate) size of furniture (measured in feet): Teacher chair = 2 x 2  Student chairs = 1.5 x 1.5 STUDENT desks = 2 x 1.5 Teacher desk = 2.5 x 5  Kidney-shaped table = 4’ x 6’ Round tables = 4’ in diameter

Working space layout: Each square represents 1 square foot. There are doors that need to open, so may not be blocked. The windows on the back wall, around the door, start about half way up the wall, so you have room there for what you might want to put there. The other set of windows in the front are high up, above the door, so will not get in the way of whatever you would like to put on the front wall. The rest is up to you! This assignment is due on September 19, 2013, as part of your Final Assignment.

GRADE YOU ARE TEACHING: _______________
Log Assignments

During the course you will turn in four logs. Logs 1 - 3 evolve from your daily reflections on your practice, and the fourth is based on positive phone calls home for two students. Logs 1-3 should not be longer than 500 words.

There is a separate description for Log #4.

Logs are due by midnight on the following dates:
Log 1: October 2nd
Log 2: October 16th
Log 3: October 30th

Each of these logs should be focused on an incident, pattern, or dilemma from your placement that caused more than momentary concern or thought. Topics might include:

- something you or your CT did or did not do
- something a student did or said that caused you to be unable to respond or that elicited a response in you that was not as effective as you wanted it to be
- something that happened outside the classroom
- a breakthrough with a particular student
- an issue of justice or fair-play that remains unaddressed
- Something that is preventing or hindering student from learning
- an event that turned out well but you don’t know why and you want to be able to repeat the success.

What did you see as your choices? Would doing nothing be a suitable option?

Grading/Criteria

Assignments will either meet the standard for full credit or we will ask you to revise the log and resubmit.

Clarity
1. Provides a vivid description of the actions of all involved.
2. Includes brief background information that would deepen the readers’ understanding of the dilemma.
3. Clearly states why this is an important issue to be considered for a log.

Reflection
1. What was this a case of? (respect, a challenge to authority, a school rule not being observed etc)
2. Approaches the situation from multiple perspectives. Considers the motivation and choices of the student(s), the teacher (and/or CT) and the school.
3. Within the log, alternative actions and possible choices are discussed.
4. When appropriate, class readings and discussions are drawn upon as resources for further thought.
Classroom Management & Leadership Plan

Draft due December 4th in class for peer review
Final plan due by 9 am, December 9th

This plan should be a synthesis of your current thinking about how you want your classroom to operate. The plan allows you the opportunity to think deeply about how to manage your classroom and strategically plan what you will do to build and maintain an effective classroom environment. One purpose of this assignment is to begin the process of developing a management style that works for you and your students. The course readings and activities, along with your logs, should provide material to support your thinking. At this stage, the plan should be seen as your ‘ideal’ as the context of a school where you work will obviously have implications for any CML Plan.

For each section, we have included discussion points to guide your writing. Responding to all of them in depth would result in a document much longer than you have time to write. Clarity becomes more important than quantity. While editing and proofreading, look for consistency within and across each section. Be sure to reference particular theorists and readings when appropriate and give reasons for your choices.

Your plan should include the following sections:

1. Teaching Philosophy Statement: (500 words)

   o What is the role(s) of the teacher?
   o How will you teach your students?
   o How does your identity influence your ideas about teaching?
   o How have any theoretical perspectives shaped your thinking on CML?

2. Creating an Effective Learning Environment & Building Community: (1000 words)

   o What does an effective and equitable classroom community look like?
   o How will you design the physical space in your classroom and how will this design facilitate an effective learning environment as well as build community? (You may include a class diagram)
   o How will you ensure that your classroom is an effective learning environment?
   o How will you create a classroom community?

3. Classroom Expectations, Rules & Procedures: (1500 words)

   o What expectations are necessary for a productive classroom and what will be the expectations - the norms, rules, guidelines, boundaries, and consequences for behavior in your classroom?
   o How will you teach and reinforce these rules & routines?
   o How will these expectations be established and shared with the class community and the wider school community and families?
   o What are the routines and procedures you will institute for effective participation and learning in your classroom?
     - How will you start/end class?
     - Norms and procedures for participation and discussions
     - How do students leave/enter the class?
     - What will be your policies on homework, late work, bathrooms etc.
   o What techniques will you employ when managing challenging behavior and which will you not employ?
o How will you encourage and respond to positive student behavior?

4. Reflections: (250 words)

o Reflect on your Classroom Management and Leadership plan. Consider the following:
  ▪ What are you confident about?
  ▪ What questions or uncertainties do you still have about your plan?
  ▪ What are your next-steps in implementing, thinking about, and updating your plan?

This plan should be informative, concise (certainly not more than 3500 words), and most of all, useful to you. The plan may be written in a report style or as an essay. In past years Teacher Candidates have taken this plan (or edited versions of it) to job interviews as it gives prospective employers a window into your teaching style and strategies.

Grading Criteria

Each of the five sections is addressed and the different parts of the assignment are clearly linked and build upon each other covering all the important questions. There is consistency within and across the sections.

A variety sources are incorporated to provide a theoretical grounding for ideas. Theorists and readings are mentioned when appropriate.

The plan recognizes dilemmas in classroom management and includes reasoned choices.

There is a synthesis of philosophy, ideas and specific actions that make this a workable plan.

The assignment is well written and of an appropriate length.
Log Assignment #4: Phone Call Home  
Due Date: November 13th

The essential rule for these calls is that it must be positive and only positive. There are no “yes, buts” allowed. The conversation can be long or short (have an exit strategy for calls that drag on), but it must be 100% positive. If the parent/guardian wants to extend the topic to less than positive things, set a time for another conference or call.

Things to consider:
- The language spoken in the home
- Parents who may have multiple jobs and may not be home when you call
- Divorced parents, foster homes
- Parent names different from that of the student
- Wrong numbers or fake residences

Possible resolutions:
- Tell the student in advance that you will be calling and check to see if any of the foregoing difficulties apply. Schedule the call accordingly.
- Arrange to have an interpreter either in the home or with you.
- Check with the counseling office regarding problem parents or home situations. This is sometimes a good place to find out about differing family names.

Directions:
Place a call home to two (2) students’ parents/guardians to share a positive experience you have had with that student.

In your log, please relay the reason you called these specific students’ homes, how you conducted your call and your reflection on the value of the call. Include what went well and what you might do differently next time. This log should not be longer than 1000 words.

Grading/Criteria
Assignments will either meet the standard for full credit or we will ask you to revise the log and resubmit.

Clarity
1. Provides a description of the phone call.
2. Includes relevant background information.
3. States why these students were selected.

Reflection
1. Within the log, alternative actions, possible choices, and outcomes are discussed.
2. When appropriate, class readings and discussions are drawn upon as resources for further thought.
Log Assignments

During the course you will turn in four logs. Logs 1 - 3 evolve from your daily reflections on your practice, and the fourth is based on positive phone calls home for two students. Logs 1-3 should not be longer than 500 words.

*There is a separate description for Log #4.*

Logs are due by midnight on the following dates:

- Log 1: October 2nd
- Log 2: October 16th
- Log 3: October 30th

Each of these logs should be focused on an incident, pattern, or dilemma from your placement that caused more than momentary concern or thought. Topics might include:

- something you or your CT did or did not do
- something a student did or said that caused you to be unable to respond or that elicited a response in you that was not as effective as you wanted it to be
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- an event that turned out well but you don’t know why and you want to be able to repeat the success.

What did you see as your choices? Would doing nothing be a suitable option?

**Grading/Criteria**

*Assignments will either meet the standard for full credit or we will ask you to revise the log and resubmit.*

**Clarity**

1. Provides a vivid description of the actions of all involved.
2. Includes brief background information that would deepen the readers’ understanding of the dilemma.
3. Clearly states why this is an important issue to be considered for a log.

**Reflection**

1. What was this a case of? (respect, a challenge to authority, a school rule not being observed etc)
2. Approaches the situation from multiple perspectives. Considers the motivation and choices of the student(s), the teacher (and/or CT) and the school.
3. Within the log, alternative actions and possible choices are discussed.
4. When appropriate, class readings and discussions are drawn upon as resources for further thought.
Your final assignment for this course is to submit a Classroom Leadership and Management Plan, in five sections, that is a synthesis of your current thinking about how you think you might want your ideal classroom to operate. The assignment offers you the opportunity to think deeply about how you want to manage your classroom and strategically plan what you might do to create and maintain an effective space. The course readings and activities, along with your Reflections and notes from your own journal, should provide material to support your thinking.

For each section, there are discussion points to guide your writing. Please note that if you were to respond to all of them in depth, this would result in a document much longer than is expected or that you have time to write! Thus clarity becomes more important than quantity. While editing and proofreading, look for consistency within and across each section. Consider peer review as a strategy for insuring both clarity and consistency. Be sure to reference particular theorists/readings when appropriate – page numbers for reference in parentheses in the text (as per APA specifications) are very useful, so that YOU can look it up later, too. While it may not always be possible, really consider from where your ideas are coming, and reference them as best you can (citing, “Personal communication” for ideas from someone is perfectly acceptable). Please include a bibliography at the end.

Be specific – instead of “occasional meetings,” “they’d share thoughts,” “consequences would take place,” or “resources would be provided,” specify: How often? What kind of thoughts? Which consequences? What resources? This plan should be informative, concise, and most of all, useful. Be sure to specify the grade you are theoretically teaching from the start – so that I don’t have to look for it!

Your plan should include the following sections:

1. **Teaching Philosophy Statement: (approx 2-3 pages)**
   - What is (are) the role(s) of the teacher?
   - Discuss your teaching preferences by briefly describing your ideal classroom. How might the day begin? What teaching strategies might you use? How might you introduce your lessons?
   - What theories of education, learning, and classroom management have shaped your thinking? (Again, please reference these when applicable, either by citing your readings, or by referencing discussions, etc. And, as I said above, I know this isn’t easy or even possible at times, but it’s useful to understand what is shaping your thinking.)

2. **Building Community: (approx. 3-4 pages)**
   How should a teacher create community in the classroom, and why? How might the community that a teacher develops in her/his classroom affect the learning environment? How could it affect interaction between/among the students?
   By briefly summarizing your placement experiences through a community lens, and, based on what you have observed and read, make some decisions about creating a community in your future classroom. Be sure to answer all the questions below:
   - What do you believe are the components of an effective and equitable classroom community? On what are you basing these beliefs? Be sure to reference your sources.
   - Speak briefly about the differences between your cooperating teachers’ ways of establishing community in the classroom. Some possibilities of discussion are: opening activities, transitions (from one activity to the next), getting students’ attention, daily procedures (to get in line, to get materials, to get started), and physical space. Make sure to differentiate between descriptions of your observations and their interpretations.
   - What are some ways you will create a classroom community? Discuss some choices you are considering. Include your thoughts about opening activities, transitions, attention getters, procedures, and physical space. How will you make connections with the extended class community, such as families?
3. Creating a Working Space in Your Classroom (approx. 1-2 pages, plus a 1-page classroom design)
You have just been hired to teach a class of 25 students. Your principal is willing to order whatever furniture you need for your classroom. Your task is to design the physical space of your classroom. Use the layout for a classroom that is 30x30 (attached to the separate assignment sheet, as well as to this assignment). Make sure you have enough desks, chairs, group tables, bookshelves, etc. Please be sure that any extras you might include (carpets, beanbag chairs, sofas, etc.) are proportional. Include a clear explanation of everything you include/how it would be used.

- The cabinets have storage for your supplies; assume they will be able to hold them all, but the students will not be able to access anything that is in the cabinets, so keep that in mind, too.
- In your write-up, please think about the following questions (but you aren’t limited to these!):
  - What are your main types of instructional activities and how will your set-up support these?
  - What equipment and supplies must be accessible to students, and how will that happen?
  - How have you accounted for the movement around the room that may be necessary for the different activities that take place in your classroom?
  - How are you dealing with supplies, books, etc.?
  - What sort of special areas have you created in your classroom, and what is their purpose?
  - What might you want students to notice/appreciate about your classroom design?

4. Classroom Rules & Procedures: (approx. 4-5 pages)
For this assignment, consider your classroom experiences before coming to STEP, all that you have observed so far in your two placements, and the relevant readings you have done. Then, answer the following questions regarding how you would like to organize your classroom management system:

- What conduct is necessary for a productive classroom?
- What will be the rules, guidelines, boundaries, and consequences for behavior in your classroom? How will these be established and shared with the class community?
- What are the norms, routines and procedures (transitions, materials management, homework, etc.) you will institute for effective participation and learning in your classroom? How will you teach and reinforce them? How does your teaching philosophy inform your strategies in this area of your plan?
- What procedures will you institute for interventions and problem solving? Think of this as a statement you might make to parents or administrators (perhaps in an interview!) about how you will approach little or big problems that arise in the classroom. What guides your choices about these?

5. Reflections: (approx. 2-3 pages)

- **This is a very important part of the paper.** Reflect on your classroom management plan. Consider the following:
  - What are you confident about?
  - What questions or uncertainties do you still have about your plan? What are these based on?
  - What are your next-steps in implementing, thinking about, and updating your plan?

Mechanics:
- 15-18 (or so!) pages double-spaced, one-inch margins, (which includes the additional page for the diagram described in section 3).
- Footnote (APA) references where applicable (in-text citations are also acceptable).
- **Please be sure to number the pages of your document.**
- For this assignment, a **hard copy** of the paper is **due at our last class on September 19**. (This will include all the separate pieces you have drafted ahead of time, now in final form.)
Please email me a copy, as well (don’t worry about emailing the classroom design if it was hand-drawn). Please name the document and the email with your last name first.

As always, if you have questions or concerns, feel free to contact me.

Rubric:

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<tr>
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<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
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<tr>
<td>Integrates philosophy of teaching throughout the paper</td>
<td>A philosophy of teaching with an integrated stance towards issues of equity is clearly articulated, and provides a foundation from which all classroom management decisions and dilemmas stem.</td>
<td>The philosophy behind decisions in classroom management is introduced early in the paper and integrated throughout each section, providing a rationale for decisions and dilemmas in the plan. Issues of equity are addressed in this section and each of the following sections.</td>
<td>The philosophy is not well established in the paper OR a stance towards equity is not fully developed. Decisions for the management plan do not appear rooted in a well-integrated philosophy.</td>
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<td>Addresses all areas outlined in the assignment description</td>
<td>All elements are seamlessly addressed. Coherence lends to the sum being greater than the total of the parts.</td>
<td>Each area is addressed. The different parts of the assignments are clearly linked and build upon each other, and all important questions are covered.</td>
<td>The paper may be missing essential aspects of the assignment and/or may have avoided covering important questions, or the paper’s arguments are disjointed/seem unrelated.</td>
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<td>Incorporates readings from the course</td>
<td>Multiple sources are incorporated and analyzed with insight. Theoretical references help to illuminate the different sections of the plan.</td>
<td>A variety of sources are incorporated to provide theoretical grounding for ideas.</td>
<td>Very few references are made to course reading material. The ideas are not evidently grounded in theory.</td>
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<td>Demonstrates a reflective stance</td>
<td>The plan recognizes dilemmas in classroom management, refers to areas of growth and change, and discusses areas for further development.</td>
<td>Meets the standard and provides some possible next steps and their implications.</td>
<td>Management plan does not seem to recognize the complexities of a classroom of students.</td>
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Creating a Working Space in Your Classroom- Classroom Layout

Choose the grade for which you are planning and fill it in. Then choose your furniture, and lay it out on the grid. It might be easier to print this sheet and then draw your plan on it. Be mindful of the (approximate) size of furniture (measured in feet): Teacher chair = 2 x 2  Student chairs = 1.5 x 1.5 Student desks = 2 x 1.5 Teacher desk = 2.5 x 5  Kidney-shaped table = 4’ x 6’ Round tables = 4’ in diameter

Working space layout: Each square represents 1 square foot. There are doors that need to open, so may not be blocked. The windows on the back wall, around the door, start about half way up the wall, so you have room there for what you might want to put there. The other set of windows in the front are high up, above the door, so will not get in the way of whatever you would like to put on the front wall. The rest is up to you! *This assignment is due on September 19, 2013, as part of your Final Assignment.*

GRADE YOU ARE TEACHING: __________

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1282
How does the community that a teacher develops in her/his classroom affect the learning environment? How does it affect interaction between/among the students? How much do the teacher’s actions and attitudes affect the students’ reactions and attitudes?

This reflection is a way for you to briefly summarize your placement experiences through a community lens, and, based on what you have observed and read, do some thinking about creating a community in your future classroom. Spend some time both describing what you observed, and discussing what you learned from your observations. Make sure to differentiate between descriptions of your observations and your interpretations. Use the following questions to guide your reflection:

Observing Community:
- How did your cooperating teacher work to establish community in her/his classroom? Along with the opening activity(ies) that took place the first few days, look for how other things contributed to a sense of community. Some possibilities are: transitions (from one activity to the next), getting students’ attention, and daily procedures (getting in line, getting materials, getting started, etc.). How did these things seem to affect the students?
- What are the implications of the physical space for student-student and student-teacher interactions? What messages are conveyed to the students by its arrangement? Did anything surprise you?
- How would you say learning, and the learning environment, were impacted by the way community, and the instituted norms and rules, were established in the classroom?

Objectives:
To develop observational skills (separate from interpretation)
To be able to interpret based on observations
To recognize factors that can help or hinder the creation of a classroom community
To understand the effect a classroom community can have on the learning environment

Criteria
Clarity and Completion
1. Provides a vivid description of the actions of all involved.
2. Answers the given questions, including a thoughtful reflection regarding what supports the development of community, and how the learning environment is affected.
3. Includes any background information that would deepen the readers’ understanding.

Mechanics
- Approximately 800-1000 words, double-spaced.
- Footnote (APA) references where applicable.
- Please be sure to number the pages of your document.
- The paper is due by email, before class on Monday, July 22. Be sure to save it as an attached file/document with your last name first, and with “Community Reflection” in the name, as well.
Classroom Rules & Procedures

Classroom Rules & Procedures: (approx. 4-5 pages)

For this assignment, consider your classroom experiences before coming to STEP, all that you have observed so far in your two placements, and the relevant readings you have done. Then, answer the following questions regarding how you would like to organize your classroom management system:

- What conduct is necessary for a productive classroom?
- What will be the rules, guidelines, boundaries, and consequences for behavior in your classroom? How will these be established and shared with the class community?
- What are the norms, routines and procedures (transitions, materials management, homework, etc.) you will institute for effective participation and learning in your classroom? How will you teach and reinforce them? How does your teaching philosophy inform your strategies in this area of your plan?
- What procedures will you institute for interventions and problem solving? Think of this as a statement you might make to parents or administrators (perhaps in an interview!) about how you will approach little or big problems that arise in the classroom. What guides your choices about these?

Objectives:
To develop observational skills (separate from interpretation).
To be able to interpret based on observations.
To recognize factors that can help or hinder effective participation and learning in a classroom.
To develop an action plan for establishing classroom rules and procedures.

Criteria
Clarity
1. Provides a vivid description of the actions of all involved.
2. Includes any background information that would deepen the readers’ understanding.
3. Refers to the readings from this course (and other salient readings) to support ideas and inferences made.

Mechanics
- Approximately 4-5 pages, double-spaced.
- Footnote (APA) references where applicable (in-text citations are also acceptable).
- Please be sure to number the pages of your document.
- A draft of this paper is due on September 12. On September 19, the final version will be due as a part of the final assignment.
Literacies Assignments

Assignments timeline

ASSIGNMENT 1 (20% of grade)
Turn in via email by Saturday, July 20th, at noon:
- Discussion Sketch 1

ASSIGNMENT 2 (20% of grade)
Turn in via email by 8 am on Monday, July 29th:
- 1 copy of uncoded transcript (as a PDF), 1 copy of coded transcript (in Microsoft word) & 1 video discussion preparation sheet emailed to your instructors.

Turn in at the start of class on Tuesday, July 30th:
- A video clip of the section you transcribe.

To bring on the day of your video discussion (July 30th or July 31st):
- 1. Enough copies of the uncoded transcript and video discussion preparation sheet for video group members and your instructor.
- 2. A copy of the video clip of the section you transcribe and a computer on which you can play the clip.
- 3. At least 1 copy of your text for your group to have available.

ASSIGNMENT 3 (50% of grade)
Turn in via email by midnight on Friday, August 3rd:
- Final Reflection

(Class participation, including timely completion of a readings and activities in preparation for class, will be worth the other 10% of your grade.)
Logistical details for Literacies fieldwork

1. As part of their fieldwork requirement for Literacies, each STEPPie will facilitate and videotape 2 text discussions, one on Thursday, July 18th, and the other on Wednesday, July 24th. Each session should be an hour in length. STEPPies are encouraged but not required to facilitate a third discussion after July 24th; we realize this may not be possible in all classrooms as you wrap up summer school.

2. In short form, here is the purpose of these discussions:
   a. In facilitating these discussions (and later discussing video/transcript of these discussions),
      STEPPies will learn to better invite, elicit and respond to differing student ideas about text; to make student ideas central to what gets discussed during talk about text; and to engage students with each others’ textual thinking.
   b. Participating students will share their evolving understandings about a text, critically evaluate the textual ideas raised by peers, use textual evidence to support their textual thinking, and rely on themselves and each other rather than the teacher to work toward disambiguating places where the text is interpreted in multiple different ways.

3. STEPPies, in consultation with their CT’s, need to finalize who will be in their small groups no later than Wednesday, July 17th. You can group students in any way that makes sense for your setting, but each STEPPie should plan to work with the same group for both sessions. Heterogeneous groupings are often fruitful, though this is not a requirement. Because both sessions will be videotaped, summer school students must have videotape permission in order to be in a STEPPie’s group. (Do whatever you can to get those permissions in!) Although many STEPPies arrange groups so students are in a discussion group during first block or second block (but not both), it is also okay for students to be in more than one group if that makes the most sense. Optimally, each group will have 4 students, though there is some flexibility in this if need be. (Note that groups of less than 3 and more than 6 have sometimes been less successful in the past.)

4. For each discussion, STEPPies will have texts in their content area provided for them by the Literacies team. (CT’s are welcome to use the texts provided, or to facilitate another unrelated activity with students who are not in the STEPPies’ small groups.) The Literacies team has deliberately chosen texts likely to be interpreted in multiple different ways by students in this age group. That’s part of the point. Discussions are not aimed at having the students reach any particular pre-determined answer or conclusion, learn a pre-determined new concept, or practice pre-determined strategies. Instead, students read and discuss a rich text related to their subject area and discuss with one another what that text might mean; multiple, divergent understandings of the text are encouraged.

5. The Literacies team will be providing a plan (called a “discussion sketch”) to help guide the first discussion. STEPPies will generate the plans collaboratively for their second text discussion; there will be time, further instruction, and support during Literacies sessions for this planning process. Because the Literacies planning/teaching process is related to a particular kind of discussion, may look different from what is customary in your summer school classroom, and is part of what STEPPies are learning and being evaluated on, it is important that STEPPies undertake the planning for these particular discussions with the primary guidance coming from the Literacies team rather than the CT’s.
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   b. Participating students will share their evolving understandings about a text, critically evaluate the textual ideas raised by peers, use textual evidence to support their textual thinking, and rely on themselves and each other rather than the teacher to work toward disambiguating places where the text is interpreted in multiple different ways.

3. STEPpies, in consultation with their CT’s, need to finalize who will be in their small groups no later than Wednesday, July 17th. You can group students in any way that makes sense for your setting, but each STEPpie should plan to work with the same group for both sessions. Heterogeneous groupings are often fruitful, though this is not a requirement. Because both sessions will be videotaped, summer school students must have videotape permission in order to be in a STEPpie’s group. (Do whatever you can to get those permissions in!) Although many STEPpies arrange groups so students are in a discussion group during first block or second block (but not both), it is also okay for students to be in more than one group if that makes the most sense. Optimally, each group will have 4 students, though there is some flexibility in this if need be. (Note that groups of less than 3 and more than 6 have sometimes been less successful in the past.)

4. For each discussion, STEPpies will have texts in their content area provided for them by the Literacies team. (CT’s are welcome to use the texts provided, or to facilitate another unrelated activity with students who are not in the STEPpies’ small groups.) The Literacies team has deliberately chosen texts likely to be interpreted in multiple different ways by students in this age group. That’s part of the point. Discussions are not aimed at having the students reach any particular pre-determined answer or conclusion, learn a pre-determined new concept, or practice pre-determined strategies. Instead, students read and discuss a rich text related to their subject area and discuss with one another what that text might mean; multiple, divergent understandings of the text are encouraged.

5. The Literacies team will be providing a plan (called a “discussion sketch”) to help guide the first discussion. STEPpies will generate the plans collaboratively for their second text discussion; there will be time, further instruction, and support during Literacies sessions for this planning process. Because the Literacies planning/teaching process is related to a particular kind of discussion, may look different from what is customary in your summer school classroom, and is part of what STEPpies are learning and being evaluated on, it is important that STEPpies undertake the planning for these particular discussions with the primary guidance coming from the Literacies team rather than the CT’s.
Key dimensions to keep in mind across all assignments. Do your best to maintain a transformative perspective and provide evidence for your hypotheses. Challenge yourself to:

1. **Keep language tentative.** Unless it is something you have directly observed (and sometimes even then), you are making hypotheses, not stating facts. Using tentative language can help you keep an open mind. Remember, too, that sometimes it may make the most sense to pose multiple hypotheses, or just pose a question.

2. **Describe, don’t evaluate.** Be aware of yourself. What judgments (e.g., “poor/great reader”) do you catch yourself making about students? What are your gut reactions? If your first impulse is to say a student can’t do something, e.g., “can’t spell well,” look more closely at what is going on, e.g., “represents all sounds in words (biy for by, transportashun for transportation), using a mix of conventional and phonetic spellings.” Remain an observer who seeks to understand, not a judger who aims to evaluate.

3. **Use language that the students would likely own and accept.** “Disruptive,” “off-task,” “lacks focus,” etc., are teacher terms that privilege our own perspective on what is important. What we are asking you to do here is really think carefully about students’ understandings/perspectives about what is going on for them. If your first impulse is to describe what a student doesn’t do (“fails to do classwork”) look more closely at what is going on, e.g., “loves talking with Jo (usually about sports) – some of this talk happens during independent work time, when I often see him go to sharpen his pencil, then remain at Jo’s desk talking and sometimes laughing, until Ms. O asks him to return to his seat”.

4. **Avoid hierarchical comparisons.** Hierarchical comparisons situate some students as “better” and others as “less good” (e.g., “above/below average,” “smartest,” etc.). Even positive judgments (“well-behaved”) can be implicitly hierarchical with respect to how such labels make us think of students in a rank-order fashion, and they can contribute to fixed-mindset thinking in both teacher and students. Nonhierarchical, descriptive comparisons may, at times, be helpful in better understanding a student (e.g., “in contrast to nearly all the other students in the class, Miguel prefers to remain in the classroom during brunch to chat with me or the CT.”) Before you pose a comparison, think carefully about whether it is primarily descriptive or primarily hierarchical. If it is hierarchical (e.g., “J has the lowest level of English in the class”), re-examine what you know (e.g., “J smiles and nods when I speak with him in English. I am not always sure what he understands, but it seems that he may be really interested in pursuing strategies for making sense of the English used by his teachers. For example, one time I saw him turn and talk to S in a whisper in Spanish right after that – she then translated what I had said into English, making me think perhaps he had asked her to explain what I’d said.”)

5. **Hearsay and test results, if included at all, should form only a small part of your description of students/events.** If you do feel that it is important to note test results, information about the student you have heard but not directly observed, or other people’s perspectives on the student, also be sure to identify the source.

6. **Avoid repeating the same information across assignments.** Each assignment builds on previous ones; we want you to be making new discoveries and describing these. No cutting and pasting! Of course, you might well decide to revisit a decision you previously described in another assignment in order to think more about it, but your analysis should reveal how you have thought about what you have observed and learned in the interim.

7. **Send all documents to instructors as Microsoft Word documents (so we can embed responses).**
Assignment 1: My group, my language, my role (4-5 pages, single-spaced)

Note that, for your first discussion, we will be providing the second half of the discussion sketch for you, the part of the sketch that considers the affordances of the text, identifies possible stop points, and generates carefully worded questions one might ask. We are doing this so that you are freed up to intensively focus, for this sketch, on thinking closely about your group and your role.

I. Your classroom context: This brief section (1-2 paragraphs) provides an overview of your teaching placement (including info such as grade level and demographic info), and allows you think about how the classroom context sheds light on your discussion group.

II. Who is my group? Explore the following questions:
   - What discoveries have you made about the students in your group as you observed them during the first discussion?
   - Who are they as people and as readers?
   - What do you know about how they relate to each other, to you, to texts?
   - What current patterns do you notice in your forms of interacting and speaking with each student?
   - How might this information help you think about what want to attend to and/or understand better as you facilitate your next small group discussion?

With these questions in mind, describe each individual in your group. Aim for 2-3 meaty paragraphs per student. (Note: Most groups will be comprised of no more than 4-5 students. If your group has more than that, you may choose to describe just 5 of them in writing.)

III. Your role and your language, given discoveries you have made about your group and their textual sensemaking. Explore the following question: When did you find yourself best understanding student perspectives on the text, and when could you have perhaps done more to allow student ideas to be illuminated? You might consider describing one or two key exchanges. Draw upon discourse terminology we have discussed in the course, paying special attention to whether and when you used uptake, and what form(s) it took. What nuanced pacing or wording changes might be important? Please make sure you are specific. Not just: “I plan to use more uptake.” With what kinds of specific phrasing? Give examples – why might you anticipate that these phrasings could be particularly fruitful? Also think about: When? With whom? Think about how different students might respond differently to the same kind of statement or question from you.
Evaluation of Assignment 1

Evaluation will be based on the following mastery scale, tied to the rubric on the next page:

*Mastery.* Mastery does not mean that you are finished learning or thinking about these concepts; it is our hope that all of us (including the instructors!) will continue to probe and deepen our relationship with these ideas across time. But *mastery* does mean that you are doing writing that is beginning to incorporate course concepts in important ways. Papers must get a score of 70 (out of 80) on the rubric below in order to be designated as beginning mastery papers. All beginning mastery papers will earn the equivalent of an A (95%), regardless of where they fall on the rubric.

*Nonmastery* indicates that there are significant areas where you still need to develop. It is not a sign of failure – it just indicates that we need to work together so that you can continue to develop clarity and facility in those areas. If your paper receives a non-mastery designation (69 or lower on the rubric), you are asked to redo part or all of the assignment so you are able to achieve beginning mastery. Upon achieving mastery, your paper’s designation will be updated to reflect a beginning mastery level (and grade).

*Advanced mastery* indicates that your work shows both extraordinary effort and a level of integration and application of ideas that is uncommon for students at this point in their STEP trajectories. Papers must receive a 79 or 80 on the rubric. Advanced mastery papers will earn a 100%. Such papers are very rare, particularly for STEPpies early in their program.

**Important:** We have chosen this method of evaluation because we hope it will help you to be concept-driven rather than point-driven in your work in this class. Thus, although the rubric will be completed for this paper, you will *not* see your rubric score. Because we want you to focus on feedback, not a score, we will be providing detailed comments that relate our comments and questions about your reflection. If you have questions about the comments or how they relate to the mastery designation of your paper, we encourage you to follow up with us.
## Rubric for Assignment 1

<table>
<thead>
<tr>
<th>To what extent do you…</th>
<th>Points (80 total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ... utilize a descriptive tone, take a transformative perspective, and avoid evaluative language? (10 points)</td>
<td></td>
</tr>
<tr>
<td>2. ... offer rich, incisive descriptions of your students that rely on language your students would likely be able to own and accept? (10 points)</td>
<td></td>
</tr>
<tr>
<td>3. attend to variation within your group, and make decisions about how you will use language in ways that are responsive to that variation. (10 points)</td>
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</tr>
<tr>
<td>4. ... examine your role and your language in ways that are contingent on discoveries you have made about your group and their textual sensemaking, and related to course concepts? (10 points)</td>
<td></td>
</tr>
<tr>
<td>5. ... ground observations/hypotheses in specific, compelling evidence? (10 points)</td>
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</tr>
<tr>
<td>6. ... draw on discourse terms introduced in the course, including uptake, and use them accurately? It should be clear when you use a term what you mean by it, so make sure you explain and/or use examples to clarify your use of terminology. (10 points)</td>
<td></td>
</tr>
<tr>
<td>7. ... keep your language tentative as you describe your hypotheses? (10 points)</td>
<td></td>
</tr>
<tr>
<td>8. ... address all aspects of the assignment? Is it complete, well edited, and well organized? (10 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1292</td>
</tr>
</tbody>
</table>
Assignment 2: Transcript, Coding, and Video Assignment

You will videotape both your discussions and choose one of them to focus on for this assignment. The video you record is the foundation for this assignment, but will also be important for the next assignment. (If at all possible, please audio-record your discussion as well, to have a back-up in case the audio on the videotape is poor.)

You are asked to complete these activities:

A. Transcript. Pick a section of dialogue about the text that intrigues or puzzles you. You should transcribe 120 transcript lines from the video – or more if the clip you select includes a fair amount of reading aloud. Transcript lines should be numbered (Word does this for you if you go to the Format menu, select Document, then click on page numbers and proceed from there.) Note that transcribing takes a good bit of time; make sure you budget your time accordingly. You will not be evaluated on how “good” the discussion in the video clip is; it is important that you select a piece that you wonder about, rather than selecting the “best” part of the discussion necessarily.

B. Coding. Make a PDF of the uncoded transcript. Then go back to the transcript and code it, using the terminology from the “Important Discourse Terms” handout (see summary of codes on p. 1). Put codes at the start of each turn at talk to which they apply, in red font. Email this coded copy (in Microsoft word) and the uncoded PDF of this transcript to your instructors by the designated deadline, along with a completed “Video Discussion Preparation Sheet” (see next page).

C. Video. Make one copy of the video clip of the transcribed section for your instructor and keep one copy for yourself to review privately and share with your video discussion group. Use one of the following digital formats: m4v, mov, OR wmv. You should plan to show a clip no longer than 5 minutes, even if the transcribed portion is longer. Turn in the copy for your instructor on a DVD or CD clearly labeled with your name, section instructor name and the words “Literacies 2013.” Unfortunately, due to privacy concerns, we are unable to access video posted on the web; we can accept memory sticks if you will not need these returned to you until the start of fall quarter.

D. Hard copies for your video discussion group. Make enough hard copies of your uncoded transcript and of your video discussion preparation sheet for everyone in your group to have one, and one extra instructor copy. Also have at least 1 copy of the text you used available to your group on the day of your discussion.

Evaluation for assignment 2: Grading will be based on the accuracy of your coding and the full completion of all parts of the assignment (including having all requested materials ready and available during your video observation). Keep copies of all materials for yourself, as you may want to refer to them as you complete your final reflection.
Your name: _____________________

**Video Discussion Preparation Sheet**

Draw a map to explain where participants are sitting. Use initials to refer to students.

Which student would you like your group to watch as the focal student during this video clip?

____________________

Briefly describe any background information on the activity that other members of your video discussion group would need to know in order to understand what is happening in the clip. Do not talk about the clip itself.
Assignment 3: Final Reflection (8-10 pages, single-spaced)

To help you complete this reflection, watch and take notes on the video from your discussions, and have another close look at your transcript. For parts I and II, make sure you draw on evidence from all your discussions to describe your focal student, including direct transcript evidence in parts I and II. Include the full quotation for each transcript excerpt cited and also provide a line number if it stems from the transcript you turned in. You are invited to draw upon insights about your focal students that came up during your video discussion, though this is not obligatory.

I. Teacher language. What observations have you made about patterns in the ways you use language? What changes in ways of using language, if any, did you explore in this course, and how did those affect the conversation? Be specific, and use specific examples and course concepts to ground your explanations. How are you thinking about teacher language now? You are also encouraged (but not required) to draw from each other’s transcripts.

II. Student sensemaking. Pick one student from the group. Consider how the student is making sense of the text and of the social context, as follows:

II-A. How is the focal student making sense of the social context? Although you may choose to address these separately or in an integrated fashion, make sure you address all of the following questions, and offer evidence to support your hypotheses:

1. Describe in detail how the student appears to engage with peers in the group, and with you (and vice versa). Focus on both verbal and non-verbal patterns of participation. Note variation as well. (For example: If the student engages differently with some individuals within the group than with others, discuss this. If how the student engages appeared different at different times or in different discussions, discuss this. And so on.)

2. Within the context of the small-group discussion, what appears to be important to the student? How does the student appear to see her/himself and what is going on?

3. Does the context of the discussion, and the way you talk/participate in the discussion, reinforce/challenge/extend the student’s sense of her/himself and/or what is important to her/him? How? With this student in mind, what changes, if any, would you want to make in your own participation patterns, were you to continue having discussions with this group? Why? Keep in mind that it may well be the contributions of other students, not yours, that are most pivotal for how this student engages in the conversation, so changes in your discussion facilitation may have to do with how you engage with other students as well as with the focal student.

This is an ambitious set of questions. To answer them well, you need to base your hypotheses on things you see students do. You may find yourself unable to answer many of these, or you may find yourself with additional questions that aren’t listed here, but that’s part of the point. There’s a lot we don’t know about students, and always more to find out.
This section (and the section below) will likely include as much about what you want to understand as what you currently understand about this student: include your questions.

II-B. How is the focal student making sense of the text?

As with the students’ sensemaking about the social context, there are many dimensions that are possible to explore when considering students’ sensemaking about the text. Remember that you are not only answering the question: what does the text mean to the student? That will be a piece of what you consider, and can be especially illuminating if you think about it like this: How does the students’ understanding of the text help you see the text in new ways?

But you should also think about what goes into the intellectual work the student does as s/he is making sense of the text, what s/he attends to and draws upon as she is doing that work. You will, no doubt, find overlap when you describe how students engage with the social context and how they engage with the text, since students are engaging socially and textually simultaneously. (You should simply pick different aspects to focus on in parts A and B.)

Although you may choose to address these separately or in an integrated fashion, make sure you address all of the following, and offer evidence to support your hypotheses:

1. Consider what the student, at various points, appears to believe that the text is saying. (You can choose to focus on the text as a whole or on particular passages.)
2. What seems to have brought the student to this particular understanding? Consider both what aspects of the text are salient to the student and what aspects of what is said about the text during the discussion appear important in shaping that understanding.
3. What characterizes the student’s affect toward the text and toward discussing the text?
4. When the student discusses the text, what does that look like? What characterizes the nature of the student’s verbal contributions? Consider, for example, if, when, and most importantly how the student draws on personal experience, poses questions, revises thinking while speaking, cites from the text, favors particular forms of evidence, utilizes illustrations, etc. (You need not address all of these, and you should feel free to choose other aspects of how the student discusses text, but be sure to explore several aspects in depth.)
5. How does the context of the discussion, and the way others talk/participate in the discussion, build upon the student’s textual sensemaking and also invite the student to explore additional possibilities for how s/he makes sense of text?
6. How can your discussion facilitation further build upon this particular student’s textual sensemaking, and also offer further opportunities to explore additional possibilities for making sense of text? Keep in mind that it may be the contributions of other students, not your, that are most pivotal, so changes in your discussion facilitation may have to do with how you engage with other students as well as with the focal student.

III. Critique, explore, and grapple with aspects of sensemaking and related pedagogy that the course readings brought up for you. Pick one or two dimensions of sensemaking and related pedagogy that emerged for you as important and/or challenging, and explore these
more deeply. For example, you might consider some questions about sensemaking that have come up for you, and how different readings speak to those questions. Or you might examine a way in which different readings present different ideas about how to think and/or teach, and have the different readings “argue with” each other. Or you might take an idea from one reading and examine other readings using the lens of that idea. These are examples only; you should pick something that matters to you and explore it from an angle that suits you. (You are welcome to bring in other readings as well if these are important in explaining your position. Please provide full citations for any readings not from this course.)

While how you choose to structure your critique is up to you, your analysis should reflect a nuanced reading that attends to differences in emphasis and perspective across various readings; you should consider various positions of the readings from this course and situate yourself within/around/against these. While you are welcome to reflect further on topics we have discussed in class, you are expected to do considerably more than repeat conversations and points made in class. Make sure that you take a position rather than simply summarize, that you draw from multiple course readings (including all readings that have special bearing on the subject of your critique), and that you cite textual evidence that supports your argument. There should be evidence that you have grappled with the readings and with the concept of sensemaking.

IV. Insights, Questions, Future Plans.

What are your insights, questions, and future plans related to making space for student sense-making to be central in your own classroom? You have spent the past several weeks pushing yourselves in territory that may have felt quite new and different. Consider any of the following (you do not necessarily need to address them all):

- Describe insights about your own beliefs about teaching that you gained through your work with your small group (and/or other aspects of this course).
- What questions remain in your mind about discussion that puts student sense-making at the center? About what do you need to do more thinking/learning/exploring?
- What hesitations do you have, and what caveats might you offer to someone interested in facilitating these kinds of conversations?
- In light of course concepts you have explored, where do you see yourself going next, as a teacher of reading comprehension in your content area – how do you see yourself working with students in the future, and what do you feel you want to investigate next?
**Evaluation rubric for Final Reflection**

For this final assignment, you will receive a copy of the completed rubric, and your grade will correspond to the number of points you receive.

<table>
<thead>
<tr>
<th>To what extent do you…</th>
<th>Points (100 total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ... document and reflect on patterns in teacher language in ways that are grounded in a nuanced application of course concepts? (10 points)</td>
<td></td>
</tr>
<tr>
<td>2. ... describe in compelling detail how you believe a focal student may be making sense of the context? (10 points)</td>
<td></td>
</tr>
<tr>
<td>3. ... describe in compelling detail how you believe a focal student may be making sense of the text? (10 points)</td>
<td></td>
</tr>
<tr>
<td>4. ... critique/examine aspects of sensemaking and related pedagogy in ways that unpack ideas and go beyond what we have discussed in class? (10)</td>
<td></td>
</tr>
<tr>
<td>5. ... discuss insights, questions, and future plans that indicate that you have grappled with course concepts? (10 points)</td>
<td></td>
</tr>
<tr>
<td>6. ... support the observations you are making with specific, compelling evidence, including thoughtfully chosen transcript excerpts? (10 points)</td>
<td></td>
</tr>
<tr>
<td>7. ... draw on, build on, and/or respond to course readings in ways that indicate a close reading? (20 points)</td>
<td></td>
</tr>
<tr>
<td>8. ... utilize a descriptive tone, take a transformative perspective, keep hypotheses tentative and avoid evaluative language? (10 points)</td>
<td></td>
</tr>
<tr>
<td>9. ... address all aspects of the assignment? Is it complete, well edited, and well organized? (10 points)</td>
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</tbody>
</table>

Total
What additional needs might the students have?

- How many students have Individualized Education Plans or 504 plans?
  - Six students have IEPs and one has a 504 plan. Four students, all ELLs with IEPs, need support with decoding texts and unfamiliar language. They benefit from small groups enabled by the reading and language specialist pushing in. Another student with an IEP is advanced in reading and writing but usually needs more time to finish assignments as she completes them very methodically. A student with a 504 can read at grade level and express his thought vocally, but he has more difficulty focusing on an assigned task and occasionally resorts to avoidance techniques that can disrupt those working nearby. Finally, one student with an IEP was assigned an individual aid. He excels academically but has difficulties exhibiting and picking up on socially appropriate language. He enjoys independent work that allows him to muddle through complex problems, and the aid helps him to have successful interactions during group work.

Rationale

- Which content standard(s) does this lesson address?
  - Visual and Performing Arts (VAPA) Standards:
    - Visual Arts Grade Four Standard 2.6- Use the interaction between positive and negative space expressively in a work of art.
- What are the student learning goals during the lesson? What do you want students to know/be able to do (consider key concepts, strategies, skills) as a result of the lesson?
  - Given instruction on the construction of Japanese Notan and identifying positive and negative space, students will be able to make Notan and describe the positive and negative space created in their artwork in order to demonstrate understanding of positive and negative space.
- Apart from curriculum and standards, why is the content of this lesson important for these particular students?
  - Identifying positive and negative space requires students to recognize that the “negative” is not nothing but something. In other words, the negative space creates the visual effect just as much as the positive space. Second, a more transferrable concept emerges in that someone’s positive space can be someone else’s negative space.
- What social skills are necessary for full participation in this lesson? Consider you want students to act, interact, and communicate.
  - Students must communicate a description of what they see in the visual art. They must also listen to and validate their peers’ descriptions of what they see in the visual art.
How do you want students to feel about themselves as learners? Consider issues related to the affective filter (motivation, risk taking, anxiety levels, friendships etc.)

- I want the students to feel encouraged to share their insights as to what they see in the visual art. I want them to appreciate the multiplicity of responses to this seemingly straightforward question. I want them to create art that they feel comfortable showing to others and eager to discuss. I want them to find this activity enjoyable and engaging in addition to being an introduction to an artistic method and concept and illuminating of the value of differing perspectives.

Assessment

- What evidence will you gather through formative assessments to monitor students’ progress towards meeting your learning goals?
  - I will monitor the creation of the artwork and the large and small group discussions for descriptions of positive and negative space and evidence of collaboration within groups and higher level thinking.

- How is the evidence you will collect developmentally appropriate for all students (language learners, students with IEPs, etc.)? What changes/modifications might you need to make (if any)?
  - I believe that the evidence I plan to collect is developmentally appropriate for all students, including language learners and those with IEPs, because I think that, with sufficient scaffold, all students can create Notan.
  - Furthermore, by identifying positive space as the response to the questions of “What do you see?” all students can confidently respond since the answer depends on their own perception.
  - The final step of validating everyone’s contribution to the discussion will require some meta-analysis on the part of the students. Fourth graders have graduated from egocentrism; they can consider problems and ideas from another perspective. Yet, as children in the “self-reflection stage,” they “are more attuned to their own perspectives and those of others, but still experience difficulties thinking about both their own perspectives and those of others at the same time” (Pressley 314). I hope that this activity will meet students where they are but encourage development as they learn to appreciate the input of their classmates.

- What opportunities for feedback and what type of feedback will you provide to students as part of monitoring their learning? When will students have the opportunity to make changes based on your feedback?
  - I will not provide feedback on their notan other than requiring its completion. I will give more feedback on the paragraph the students write that describe the notan in the form of comments and corrections. I will include remarks on how well the partners worked together and make a note if they misidentify positive and negative space. Overall, I want the experience to be fun and free of judgment, so the feedback will be somewhat limited. Students will have
the opportunity to make changes based on the feedback during future writers’ workshop sessions, which occur frequently in the class. If they demonstrate confusion about positive and negative space, I will require that they re-write some sentences after a review session with the instructor.
1. **LESSON PROCEDURES:** (CSTP Standards 1, 2, 3, 4) /5

Please list your lesson procedures in the template below. Be sure to include the *explicit* procedure and purpose of each learning activity. We have included some guiding questions in the “**Purpose**” column to help you think about the rationale for each part of your lesson. The column labeled “**Connection to theory**” is for you to note specific connection of your lesson to readings, authors, and/or theories. You will have a chance to elaborate on these connections in **Part 3: Reflective commentary**.

<table>
<thead>
<tr>
<th>Learning Activity/Teaching Strategy</th>
<th>Purpose</th>
<th>Connection to theory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making Connections/Introduce the Concept (Engage)</strong></td>
<td>Tell students, “I am going to show you a picture. I want you to quietly think about what you see.” Display an optical illusion on the Smart Board. Ask, “What do you see?” Call on students to share. When students share different answers, ask them to explain further. Remark about how some people see the picture in the white, while others see the picture in the black portion. Repeat this process with another optical illusion. Tell students, “Optical illusions are examples of positive and negative space. Positive space is the main subject, while negative space is the objects around it or the background.” Display a third optical illusion. Ask students, “What do you see? What is the positive space?” Call on students to share. When students share answers, ask them to use terms “positive/negative space.” Ask class, “Is the positive and negative space the same for everyone?” Call on students to</td>
<td>How will you apply what you know about your students’ development (physical, cognitive, social, academic and linguistic) and cultural backgrounds to make the learning interesting, accessible, and relevant? How will you connect to students’ previous experiences/prior knowledge? How will you communicate your learning goals/objectives or your expectations to the students? How will you introduce the topic/concept/skill of focus? The concept of negative and positive space and perspective, two rather difficult concepts, are made more accessible through using optical illusions as the</td>
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</table>
respond. Introduce the vocabulary word “perspective.” “Perspective means a point of view.” Use in context of exercise. “From John’s perspective, this picture looks like a ___. From Jane’s perspective, this picture looks like a ___.”

Tell students, “We are going to make artwork with positive and negative space. We will be making notan, which is a Japanese art form that uses light and dark to create an image.”

**Demonstrating and Sharing Examples (Explain)**

- Show the class examples of completed notan. Demonstrate the construction of notan, reference written steps on Smart Board.

Instruct students to, table by table, go to the paper “buffet” and pick up supplies. Students pick up one large piece of black paper, a smaller white square paper, scissors, and glue. When they have their supplies, students can begin constructing notan by using the steps on the board. State that students need to use their resources (directions on the board and classmates) rather than raising their hands expecting teacher intervention. If necessary, declare that teachers will not be answering questions for the first ten minutes.

How will you explicitly teach or model (demonstrate) the skill/strategy?

- The construction of the notan requires the most modeling. I will show the class examples of completed notan and demonstrate the steps. I will provide the written steps for the students on the Smart Board. With these scaffolds, the students should be able to make notan independently. To encourage

Scaffolding- Modeling and instruction so that students successfully complete task. Self-Efficacy- Students should feel capable of completing the task independently. If they encounter difficulties, they should know how to address them. Learned helplessness- In school, students learn to
of the activity because the students have all of the information and materials they need.

Step One: On the white paper, draw lines with a pencil that begin on one edge and end on that same edge. Example:

Step Two: Repeat until you have made a design.

Step Three: Cut out the shapes you have drawn. Save all of the cut-outs in a neat pile.

Step Four: On top of the black paper, re-assemble the white paper like a puzzle.

self-efficacy, I will discourage relying on teacher help.

depend on teachers providing answers and direct instruction. Development of fine motor skills- Nine and ten year olds possess the fine motor skills to create notan.
**Step Five:** Flip out the white shapes and glue them down on the black paper.

**CONCLUDE LESSON FOR THE DAY**

**FOLLOWING DAY**

| Practicing (Exploring) | Students take completed notan and sit with their previously designated “writing buddy.” Students take turns looking at each other’s notan and commenting about what they see. During the discussion, students make two lists of the forms they and their partner detect in their notan. The teacher provides the headings for the lists: “Artist’s Perspective” and “Partner’s Perspective.” Using the list, the students write a paragraph about the visual effects of their notan. The teacher scaffolds the writing process by distributing a list of components of good paragraph (indentation, topic and concluding sentences, details) and brainstorming topic and concluding sentences as a class. | What opportunities will you provide for students to practice this new skill/strategy? What opportunities will you provide for students to practice the academic language? What is the instructional purpose of the activities you have planned? What grouping strategies (i.e.: large group, heterogeneous or homogeneous small group, pairs, individual seatwork) will be used during the lesson to engage students with the content? The new skills and strategies are | Scaffolding Developing language through social interaction- Students produce and make sense of speech to develop their grammatical, syntactical, and pragmatic language skills. Peer relations and friendships Theory of Mind- Students seek to understand others’ viewpoints. Cooperative learning- The pairs’ assignment requires working with another student towards and common goal. |
Students hold a workshop with their partner. First, they read their own paragraph and make corrections. Next, they read one partner’s paragraph aloud and the other gives feedback. They repeat this process for the other paragraph. They write a final copy of the paragraph and post it next to their notan.

Identifying positive and negative space and voicing and appreciating perspectives. The students will practice these skills with a partner, and this exercise will scaffold writing a paragraph about the experience. Pairs will work best because, while I want students to share perspectives, two are sufficient for writing a paragraph. The students must integrate the academic language into their conversations with their partners, on the headings of their lists, and in their paragraphs.

I extended the lesson to the following day due to the time constraints imposed by the school schedule and a wish to grant students sufficient time to complete their work.

| Applying (in some cases this may be Extend) | Students attach completed paragraphs to their artwork and the class conducts a “gallery walk” of the visual and written work. | What kinds of opportunities will you provide students to apply this new learning to their everyday lives? What kinds of opportunities will you provide students to critique and reflect on their learning? I intend to remind students of Constructivism- the students create art with positive and negative space rather than simply identifying the concept in others’ art. Peer relations and friendships- Designation of pairs by teacher contradicts the article read in class, but I explain my... |
positive and negative space and perspective in future lessons. In order to apply their new knowledge for this lesson, I think that whole-class gallery walk will encourage them to appreciate their classmates’ work and feel pride in their own. Through viewing the art and reading the paragraphs, they will apply the central concepts of the lesson. Further extension will occur during the closing.

| Closing | The teacher facilitates a whole-class discussion on viewpoint in art. Begin by stating, “When looking at the optical illusions and the notan our classmates made, I noticed that people had different perspectives. Sometimes people had the same perspectives, and sometimes they had different perspectives. It is incredible that one work of art can generate so many ideas. There are many times in class and in life that people share their different perspectives.” Think/Pair/Share about the value of many perspectives. “What did you learn from the many people sharing their perspectives?” | How will the lesson be summarized? How will the key points be articulated? By whom? The lesson will be summarized through a class discussion, introduced and facilitated by the teacher. The Think/Pair/Share will allow students to formulate and express their own ideas and connections. The prompts will encourage students to extend the concepts to other contexts. | Zone of Proximal Development (ZPD)- Concepts are challenging but not developmentally unattainable for fourth grade students. Theory of Mind- Students seek to understand others’ viewpoints. The extension encourages students to apply principles in different academic and social contexts. Moral development- Encouraging skepticism while simultaneously advocating for appreciating everyone’s points of view. Promote a diversity of thinking and reasoning in the reflection. Theory of Mind- Students seek to understand others’ viewpoints. |
Connection to Theory that apply to entire lesson: Multiple Intelligences- linguistic, spatial, and interpersonal intelligences (as defined by Gardener.) I hope that the opportunity to utilize different skills while examining the same concepts provides students more access to the ideas presented.
My fellow STEP students placed in fourth grade classrooms and I first formulated a variation of this assignment for an assignment in our arts class. When crafting a more detailed plan, I found that the original plan integrated many theories examined, and I also added and adjusted portions in order to better address students’ developmental abilities and needs. To begin, the entire lesson appreciates the multiple intelligences the students possess. The facets of the plan value linguistic, spatial, and interpersonal intelligences as defined by Gardener. These foci defy the norm of classrooms to over-emphasize linguistic and logic-mathematical intelligences (Pressley and McCormick, 2007, pg. 240). Furthermore, the lesson incorporates many intelligences. I hope that that the opportunity to utilize different skills while examining the same concepts provides students more access to the ideas.

Second, the lesson is fundamentally about the intersection of social interaction and intellectual development. Students learn about, express, and acknowledge perspective. In the context of the lesson, they discuss perspective in art; however, the closing encourages extension of the concept. Thus, research about social-cognitive development is incredibly pertinent. Student must consider problems and ideas from another perspective. Fourth graders are generally capable of this as they graduated from egocentrism. Yet, children in Selman’s self-reflection stage “are more attuned to their own perspectives and those of others, but still experience difficulties thinking about both their own perspectives and those of others at the same time” (Pressley and McCormick, 2007, 314). Thus, the exercise enters Vygotsky’s “Zone of Proximal Development,” which I will discuss in more detail below. In addition, theory of mind applies as students seek to understand others’ viewpoints. While they may not discuss each others’
emotional states during the lesson, the applicability of the concept will enable them to transfer
the insights to social as well as academic interactions. As nine and ten year olds, the students
should recognize that others experience emotion and begin self-regulating. The lesson could
provide practice for appropriately expressing one’s thoughts and, by extension, feelings.

Vygotsky’s socio-cultural theory informs the lesson. Students must engage in an external
dialogue but must first identify and verbalize their own thoughts, a more advanced task
according to Vygotsky. I include many scaffolds for students, especially during the construction
of the notan. I provide examples, a demonstration, and written directions for students. Yet, I fear
that too much adult support produces learned helplessness. My cooperating teacher and I
identified this tendency in our students and have responded by modifying how we transition into
independent practice. Oftentimes, we will give clear spoken and written directions and point to
all necessary materials before proclaiming that the adults in the room will not answer questions
for ten minutes. We brainstorm with students what they can do if they encounter difficulties,
including talking to classmates or referring to the Smart Board. While this method appears
somewhat harsh, it has worked wonderfully to create a spirit of self-efficacy in the students. We
also read books about particularly perseverant characters and notice how they work hard to
overcome obstacles. This constant refrain reflects a growth-intelligence mindset. The students
may face frustration with other segments of the lesson because, as I stated about, some of the
skills exist in their Zone of Proximal Development. I think that other scaffolds, such as
beginning with a partner before progressing to the gallery walk, will assist the students with
exploring unfamiliar intellectual terrain.

Motivation can also occur through cooperative learning (Pressley and McCormick, 2007,
275). While some portions of the lesson are accomplished individually, the pair work requires
working with another student towards and common goal and the gallery walk promotes a cooperative social situation. Overall, the lesson involves “group rewards and individual accountability,” for the class creates the gallery but each student contributes (Pressley and McCormick, 2007, pg. 276). Moreover, the interaction allows for developing language through social interaction. While direct instruction of the vocabulary objectives expands the students’ lexicons, the parts of the lesson that require students to produce and make sense of speech develop their grammatical, syntactical, and pragmatic skills.

When thinking about how to form the pairs, I thought about the article by Zajac and Hartup (1997) we read for class that extolled the virtues of friends collaborating on projects. However, in my classroom, I observed how students form exclusive rather than inclusive bonds. This limits an individual’s pool of friends and causes others to emerge with hurt feelings. I talked with my cooperating teacher about how I made friends through academic assignments. People discover friends at school, and not only on the playground. I fear that if I allow students to select their study partner and continue to segregate themselves in their recreational time they may never hold a true conversation with so many potential friends. Furthermore, assigning partners avoids hurt feelings if the teacher makes clear that students must demonstrate kindness to their partners. Thus, I will have students confer with their pre-assigned writing buddy with whom they regularly conference.

I believe that nine and ten year olds possess the fine motor skills necessary to accomplish the delicate cutting and maneuvering requisite to creating notan. While individual students vary in their fine motor skills, I feel that they all can achieve the goal and work to improve their dexterity through the exercise.
The lesson adheres to constructivism, which posits that children construct knowledge from experience, in two ways. To begin, the students create art with positive and negative space rather than simply identifying the concept in others’ art. Second, I believe that this lesson includes a brief but profound moment of disequilibrium during the presentation of the optical illusions. Student may feel confident about the object they see and then experience surprise when they discover that other students detected something completely different. The rest of the lesson more gently suggests that all people view art—and, possibly, the world—in different ways. This experience of gathering differing viewpoints contributes to knowledge about perspective.

When first developing this lesson, I in no way considered it a contribution to moral development. Yet, after reading Kohn’s argument against traditional conceptions of teaching morality, I conceive of the lesson as a mode of encouraging skepticism while simultaneously advocating for appreciating everyone’s points of view. By having their own viewpoint validated, student may continue to rely on their own reasoning while acknowledging the contributions of other perspectives. Furthermore, I hope to diminish competition despite the claims of the Social Comparison Theory. I want to discourage students’ feelings of their ideas based on the apparent consensus. I desire to promote a diversity of thinking and cultivate a culture of respect. I include these premises in the paragraph about morality because I feel as if these values, while not incorporated in a formalized agenda, are integrated in this lesson.

In conclusion, reflecting on the developmental underpinnings of the lesson reveals how much more meaningful it could be if I work to extend the concepts into other academic and social contexts. This project helped me appreciate how interdependent a child’s social and academic development is. In my future planning, I will strive to include objectives that address this interplay.
Student 2
Child Development In and Beyond Schools
Intentional Teaching Lesson Plan

**Context**

The class is a Kindergarten in a dual-immersion program, and all instruction takes place in Spanish. Out of the 25 students in the class, 10 come from Spanish-speaking homes, 12 from English-speaking homes, and 3 from bilingual homes. Of the Spanish-speakers, there are 3 who exhibit high proficiency in conversational English, although their CELDT scores have yet to be released. My cooperating teacher does not use any type of grouping or tracking system according to the students’ abilities. They are separated into four tables that were determined at random before the school year began, and no seat changing has yet occurred, nor are any changes scheduled to occur. All students complete the same structured activities throughout the course of the day. Differentiation is implemented in the form of varying feedback and support, based on students’ individual needs. Although many students in the class have been to pre-school, this is the first solely academic setting they are participating in. In designing instruction and assessment, special care needs to be taken to reach every student: those who speak Spanish, those who are learning Spanish, those who have background knowledge in academic areas, and those who do not.

The classroom instruction is all in Spanish, so I will discuss the students’ proficiency in Spanish rather than English. The students who already speak Spanish are able to participate fully in all lessons and activities in the classroom. They comprehend directions and participate verbally, providing responses when required. The students who come from bilingual
homes understand the vast majority of what happens in the classroom, and they are often called upon to verbally translate vocabulary and directions into English for their classmates, which they do with unbelievable accuracy. These students often answer questions in English, but are beginning to express themselves more often in Spanish. The rest of the students in the class come from exclusively English-speaking homes. After 6 weeks of school, they follow directions very well. The teacher provides extensive visual aids and modeling to ensure that they comprehend the tasks they are given to complete. They understand and can respond to questions that are asked repeatedly, such as “How many are there?” and “What color is this?” However, these students are not able to understand more organically asked questions, and are rarely able to hold conversations with the Spanish-speaking students or teachers.

Finally, there are a few students who can read and write in English, but have not yet been able to transfer those skills to Spanish. Because it is early in the year, however, written responses are not required to complete tasks. At most, students are asked to copy words that are already written for them.

**Rationale**

During this lesson, students are learning to sort words according to their beginning sounds, using the beginning vowels we are working on in class. Students will be able to recognize which words begin with the “A” sound versus the “O” sound, demonstrating Phonemic Awareness (1.11) Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
The content of this lesson is important for these particular students because they are developing phonemic awareness in preparation for learning to read. Distinguishing among beginning sounds is a skill vital to students’ success in reading and spelling.

The active portion in this lesson is individual, so the students need to be able to answer the questions posed individually. They will need to sort the pictures in their own, individual workspaces, as well as pronounce each of the words. They will need to be able to focus on me as their teacher during direct instruction, and on their own work during the individual work time, remaining within their own spaces without bothering their neighboring classmates.

Because the lesson is part of a series of activities and lessons that deal with vowel sounds, they are gaining confidence with these literacy concepts. In the Kindergarten classroom, there is a great amount of routine and repetition so that the students can free as much mental energy as possible to work on the skill or task at hand, instead of getting lost in the details of steps of a task. When participating in this lesson, I expect my students to feel comfortable with the subject matter. They will also be in a low-stakes environment; that is, the assessment of the activity will not cause them any stress, as it is informal. At the end of the lesson, the students will feel more confident about their abilities to distinguish among beginning vowel sounds.

**Assessment**

Throughout the course of the lesson, I will be monitoring how well students (a) remember and pronounce each of the words, and (b) how well they can distinguish between the beginning vowel sounds of the words. By gathering this evidence, I can guide the students towards the learning goals of distinguishing between phonemes.
The verbal evidence as well as the completion of the picture sort is developmentally appropriate for all students because they can each participate in various ways. They are familiar with all of the words used in the picture sort, so they can all (though some with more help than others) recite the words and listen for the vowel sound. All of the picture cards will already be cut out so the students who struggle with fine motor skills will not have any difficulties. The Spanish-language learners in the group will be helped by the teacher and their peers in remembering any vocabulary they might not remember.

The feedback I will give during the lesson will be informal and ongoing, as they repeat words and sounds and complete their picture sort. If they pronounce a word wrong, I will help them to pronounce it correctly. While completing their sorts, I will encourage them to continue saying the words out loud by asking them questions. I will also try to avoid telling them whether a picture is in the correct column, but rather ask them to repeat the words and the sounds to check their own work. After checking their picture sorts on their own and with me, the students will be able to revise their sorts right on the spot.
<table>
<thead>
<tr>
<th>LESSON PROCEDURES:</th>
<th>Learning Activity/Teaching Strategy</th>
<th>Purpose</th>
<th>Connection to theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Connections/Introduce the Concept (Engage)</td>
<td>The pictures used in the sort will be the exact pictures they’ve seen in their letter booklets throughout prior instruction of each vowel. In the introduction, I will show the students the pictures and remind them that all of the words begin with either the vowel sound “o” or “a.”</td>
<td>Participation in this lesson serves as reinforcement for all of the students, and an opportunity for the teacher to gain further insights into how much each student is grasping the literacy work we have been doing. The lesson connects directly with the students’ prior experiences with vowels in this classroom, because the words and picture we’ll be using have been used before. The main question, “Does this word start with ‘O’ or ‘A’?” is also a question they are accustomed to hearing and answering, though usually in a group setting. They have not often been held accountable for distinguishing between the sounds on an individual basis. The learning objective, practicing with the vowel sounds we’ve been learning in class, will be communicated right from the beginning. The topic of the activity and the skill of focus, distinguishing between beginning vowel sounds, is the focus of the introduction. The concept is a familiar one, but they are now being given the opportunity to practice and demonstrate their knowledge in the context of an activity that is new to them.</td>
<td>Zone of Proximal Development</td>
</tr>
<tr>
<td>Demonstrating and Sharing Examples (Explain)</td>
<td>“We’re going to make two lists with these pictures, one for words that start with “O,” and another for words that start with “A.” First, let’s say all of the words together. [Say all of the words to refresh students’ memories.] Okay, let’s start with ‘oso.’ ‘O-o-oso. I think that starts with O, do you agree? Okay, so I’ll put it here under the letter O.</td>
<td>The skill will be taught by demonstration, using a think-aloud. I will perform the activity with the first two picture cards, talking through my thought process and exaggerating the vowel sounds at the beginning of the words as I pronounce them. After going through all the pictures, the completed sort will serve as the sample for the work the students will then take up individually.</td>
<td>Scaffolding (Bruner), Apprenticeship [through modeling]</td>
</tr>
<tr>
<td>Practicing (Exploring)</td>
<td>Take each of the pictures and have each student repeat the words. For each picture, ask the students whether it begins with “O” or with “A.” Then have them put the picture in the correct list, in the pocket chart provided.</td>
<td>The students will be practicing their pronunciations of the words and distinguishing among vowel sounds throughout the course of the lesson, especially during the guided and independent practice portions. The academic language is just the use of the vocabulary words they have been practicing, which are the pictures used in the sort. Students will be working independently, as they have not had instruction or experience working cooperatively in an academic setting.</td>
<td>Constructivism, active involvement in learning (Piaget, Dewey) Motivation – building self efficacy through activities that are appropriately challenging</td>
</tr>
<tr>
<td>Applying (in some cases this may be Extend)</td>
<td>After all the pictures are used in the guided practice, with all students contributing to the completion of the picture sort, they will each get their own picture cards and will complete their own sorts. When all the sorts are</td>
<td>During the course of the lesson, students will have to check over their sorts, repeating the words and the vowel sounds to ensure that pictures are in the correct columns.</td>
<td>Motivation (Brophy) – low anxiety setting</td>
</tr>
</tbody>
</table>
finished, the students will say all the words to a partner again, and make sure with each other that all the pictures are in the appropriate places.

*Extension:* Add pictures that do not start with either of those sounds, to be put in yet another column.

| **Closing** | After, we will all sing the letter “O” and the letter “A” songs together. | Solidify the vowel sounds in the students’ minds and ears, while building community in a fun activity. | Multiple Intelligences (Gardner) – musical, verbal/linguistic |
REFLECTIVE COMMENTARY

The main purpose of teaching this lesson is to include more active participation in the creation of knowledge for the students. In thinking about the content of the lesson, I thought about Vygotsky’s Zone of Proximal Development. I wanted to make sure that the content presented is accessible to all students, since it is a whole class lesson, but not so simple as to be boring for the higher-achieving or more advanced students. We have been working on vowels and their sounds for the first few weeks of school. For many of the Spanish-speaking students, distinguishing among phonemes is a new concept. For the English-speaking students who are learning Spanish, they are working on both language acquisition, and distinguishing among vowel sounds. All the students will benefit from practicing phonemic awareness, and the format of the lesson allows for scaffolds to meet students where they are in their individual Zones of Proximal Development.

Scaffolding is a vital part of moving students up through their individual “zones.” The process of scaffolding meets students at their developmental levels and provides supports to enable them to successfully complete a task, leading them to increase their knowledge and/or a skill. In this lesson, modeling serves as one form of scaffolding to ensure that all students can reach the lesson objectives. By modeling the behavior that is expected during the lesson (specifically speaking each word out loud) and thinking aloud (“O-o-osó, hmm, does that start with the o sound?”), the teacher provides an example for the students to follow. Another form of scaffolding that is provided, in particular to the language learners in the class, is the accessibility of help with vocabulary words they may not remember. The main purpose of the activity is to distinguish among
phonemes, and the vocabulary practice comes secondary. Therefore, it is important for the teacher to provide unconditional help in that area. The students are not penalized or made to feel unsuccessful if they can’t remember the word for each picture. Instead, they are aided in remembering the word, whether by the teacher or by a peer, so they can focus on the beginning sounds.

Dewey’s progressive model of education asserts that children must be actively engaged in the creation and application of knowledge in order for them to be both intrinsically motivated and successful in gaining new knowledge. Related to this theory of exploration and active involvement is constructivism, as presented by Piaget. Supporters of constructivism agree that children cannot just passively receive knowledge; they are not buckets into which to be dumped, or banks into which to deposit. Instead, meaningful understandings are built upon knowledge and experiences children already have, and are integrated into their existing understandings. The above lesson includes both active involvement and constructivism. The use of manipulatives, the physical picture cards that they will be sorting, gives greater control to the students over how the letters will be arranged. This lesson builds upon the knowledge they already have because, up to this point, they have worked only with one letter at a time, being asked the question, “Does this start with ‘o’? Yes or no?” Here, they will have to apply the lessons they have had in the past to distinguish between two given possibilities – the sound of A or the sound of O. Later, as an extension activity, more pictures will be added that don’t start with either of these sounds, and they will have to decide whether it belongs in either of those categories at all. These extensions and follow up lessons will continue to build on the students’ knowledge and experiences with beginning sounds and other concepts dealing with phonemic awareness.
Motivation is also a consideration in the lesson I have planned. Obviously, the students need to be motivated in order to effectively and efficiently learn new concepts. There are a variety of motivational strategies I incorporate into this lesson. The first strategy is to build their self-efficacy in the area of phonemic concepts, because self-efficacy is a valuable factor in motivating students both during and after the lesson. Self-efficacy is one’s belief in the ability to be successful at a given task. It is increased as the result of students successfully completing tasks that are appropriately challenging to them; that is, falling within their Zone of Proximal Development. A student’s Zone of Proximal Development includes tasks that are too difficult to be completed independently, but can be done with sufficient support. This lesson includes an activity that is new to the students, but based on content that is familiar. Thus, it will be somewhat of a challenge, but one in which the students will be successful, especially because I will be constantly giving feedback and reinforcing the main points of the lesson, the vowel sounds. When the students come to the successful conclusion of the task, they will have built upon their self-efficacy in this area. The other motivational strategy I employ in this lesson is fostering an environment that is low in stress, which Brophy states has a positive effect on motivation. We have created a community in my classroom that is caring, and the students know that any mistakes they make are not penalized, but rather viewed as an opportunity for more growth. All of my students feel comfortable asking questions when they are unclear of what to do or how to do it, so I am confident that they will not harbor any anxiety over completing the task given in this lesson.

Another theoretical consideration that was taken in the creation of this lesson is that of Gardner’s Multiple Intelligences. Firstly, the verbal/linguistic intelligence is utilized in working on phonemic awareness. Kinesthetic intelligence
is also addressed by having the students move and manipulate their own sets of picture cards, instead of simply reading or writing things down. Finally, musical intelligence is catered to in the closing of the lesson, when we will sing the letter songs that the students have already learned. By incorporating a number of Gardner’s intelligences, I am ensuring that many different types of learners are offered an entry point into the lesson.

One of the constant and overarching goals in this classroom is language acquisition. As part of a dual-immersion program, this classroom is set up to prepare English-speaking students to do academic work entirely in Spanish; thus, their facility with the language is of utmost importance. In his 2006 article, Mangubhai talks about “extensive input,” which is extended, comprehensible input in the language of instruction for language learners. Through the use of pictures, songs, repetition, and hand motions, even the students who may not understand very word that is spoken will understand the lesson and its objectives.

Overall, this lesson was inspired by lessons that occur daily in my placement classroom, that I felt could be altered to better reach a wider variety of learners. By grounding my decisions for modifying the lessons in various educational and psychological theories, I am more confident in the lesson’s potential. Undergoing this process has made me more aware of the theoretical considerations teachers make on an almost minute-by-minute basis, and will help me to be even more reflective and critical in future lessons I plan.
Education 284: Final Project Rubric  
Fall 2013

Team members: ___________________________________________________________

Instructor(s): ______________________________________________________________

<table>
<thead>
<tr>
<th>Context</th>
<th>Well described, includes pertinent information</th>
<th>Does not provide adequate information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Rationale well explained</td>
<td>Rationale needs further clarification</td>
</tr>
<tr>
<td>Incorporates design features of groupworthy task</td>
<td>Design features addressed only partially features of a groupworthy task</td>
<td></td>
</tr>
<tr>
<td>Describes language demands of the task and of the assessment tools</td>
<td>Partial or no description of language demands</td>
<td></td>
</tr>
<tr>
<td>Describes how students prepared for groupwork</td>
<td>No advance/ limited preparation for groupwork described</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructing</th>
<th>Student interaction data provided and analyzed</th>
<th>Student interaction data not available or not analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher role described in detail</td>
<td>Teacher role not clear</td>
<td></td>
</tr>
<tr>
<td>Status problems and interventions documented</td>
<td>Status problems and interventions not addressed</td>
<td></td>
</tr>
<tr>
<td>Video analysis of student interaction thoughtful and has sufficient detail</td>
<td>Video analysis cursory or not evident</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessing</th>
<th>Assessment procedures for group products and for individual reports described</th>
<th>No assessments described</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of student work thoughtful and detailed</td>
<td>Analysis of student work cursory or not evident</td>
<td></td>
</tr>
</tbody>
</table>

| Reflecting | deals honestly with the successes as well as the trials and tribulations of groupwork | Yes | Partially |
|------------|-----------------------------------------------|------------------------|
| YES | reflects your thinking about the project and the way you resolved some of the dilemmas you encountered. | Yes | Partially |

Additional Criteria:  
♦ clearly draws upon content of the course and the readings for the course  
♦ addresses all the components of PIAR and academic language as detailed above  
♦ demonstrates strong collaboration between members of the team and the contributions of both  
♦ deals honestly with the successes as well as the trials and tribulations of groupwork  
♦ reflects your thinking about the project and the way you resolved some of the dilemmas you encountered.
The purpose of this assignment is for you to apply the curricular and pedagogical principles covered in the course to the planning, instruction, and assessment of groupwork in your own classes. For this project, you design, implement, and evaluate a group-worthy task or tasks. The task should be integrated with your curriculum and your overall teaching goals.

You will work collegially in a team of two (or three if absolutely necessary). Both of you have the responsibility to design the task, to locate resources for the multiple representations of the information in your task, and to develop the tool(s) you will use to assess what your students have learned. You both design and agree upon an observation scheme and a method for data collection during the time of groupwork.

One team member will be the “teacher” and the other will be the “observer.” The teacher has the basic responsibility for setting up the groups and carrying out the teacher role during the actual implementation. The observer will carry out the classroom observation (including setting up the video camera) and collect data on the implementation of the groupwork in class. If your team includes three members, consult us about how to implement the project and how to write it up.

Your team’s report is the product of both the “teacher” and the “observer.” It needs to include how groupwork was planned, implemented and evaluated in one classroom. The following might help you plan for the assignment and provide you with an outline for the write-up.
<table>
<thead>
<tr>
<th><strong>Context</strong></th>
<th><strong>Planning</strong></th>
<th><strong>Instructing</strong></th>
<th><strong>Assessing</strong></th>
<th><strong>Reflecting</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In your write-up…..</td>
<td><strong>Provide</strong> relevant information about your instructional context and your students as learners.</td>
<td><strong>Explain</strong> ◊ goal and rationale for using groupwork for this learning task ◊ how the task incorporates the design features of a group-worthy task <strong>Describe</strong> ◊ language demands of the task and of the assessment tools ◊ how you prepared students for groupwork and for this task</td>
<td><strong>Describe</strong> ◊ overall levels of student engagement ◊ student interactions, status problems, and areas of conflict if apparent ◊ teacher orientation, wrap up, feedback ◊ status interventions: how did the teacher recognize students’ “smarts?” ◊ strategies used to facilitate access to the task for English learners <strong>Provide</strong> a detailed analysis of the student interaction captured in the video</td>
<td><strong>Describe</strong> formal and informal assessment procedures for students’ group products and for individual products. How do you know what they know?</td>
</tr>
<tr>
<td>Supporting Artifacts</td>
<td>Sample task and resource card</td>
<td>Collegial Observations form</td>
<td>3 samples of student work</td>
<td></td>
</tr>
</tbody>
</table>

Your write-up will be assessed based on the following **evaluation criteria**:

♦ clearly draws upon content of the course and the readings for the course  
♦ addresses all the components of PIAR and academic language as detailed above  
♦ demonstrates strong collaboration between members of the team and the contributions of both  
♦ deals honestly with the successes as well as the trials and tribulations of groupwork  
♦ reflects your thinking about the project and the way you resolved some of the dilemmas you encountered.
Stanford Teacher Education Program

ED 284

Teaching and Learning
in Heterogeneous Classrooms

Fall, 2013

Rachel Lotan
Nicole Elenz-Martin
Laura Evans
Allie Pitts
Paige Price
Susan Schultz
Understanding essential content, solving authentic problems, grappling with important dilemmas, using the discourse of the disciplines are important learning goals. Supporting such learning and teaching for understanding is a complex task. Ensuring that all students in heterogeneous classrooms have access to academically challenging curricula and to equal-status participation and can successfully demonstrate their understandings and skills is a fundamental pedagogical objective.

We define heterogeneous classrooms as settings in which students have a wide range of previous academic achievement and varying levels of oral and written proficiency in the language of instruction. In this course, we learn how to build equitable classrooms where students engage in intellectually rigorous and linguistically rich learning tasks.

For such classrooms, groupwork is a highly recommended and well-documented instructional strategy. We will learn how to manage the classroom and prepare students for groupwork; how to design groupworthy learning tasks that support conceptual understanding, mastery of content, and language development; how to assess group products as well as individual contributions. Most importantly, we will understand and practice how to equalize participation among members of a small learning group. We will discuss the relationship between small group instruction and other classroom participation structures, and the healthy balance of various pedagogical strategies.

The course includes a variety of activities: simulation of group tasks; use of skill-builders to develop group norms; role plays; case discussions of teacher-authored cases about their experiences with groupwork; analyses of classroom videos; and a “workshop” to develop a groupworthy task.

The course culminates in a final project to be completed with a STEP colleague. A description of the final project and evaluation criteria are attached to this syllabus. The final project is due on December 9th, 2013.

Required reading:

A reader will be available before the start of classes.
Skill-builders can be found on the STEP website: [http://gse-step.stanford.edu/resources](http://gse-step.stanford.edu/resources) (see Skillbuilders)

Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).

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**Thursday, September 12, 2013**

**Equitable classrooms: Theoretical framework** *(Whole class)*

**The Tracking Debate: A Structured Academic Controversy (SAC)**

Members of the class will be assigned randomly to groups of four. You and a partner will prepare and present your position for or against tracking. After conducting a SAC, the group will be asked to reach a practical consensus regarding this complicated educational issue.

**Read:**

- Rosenbaum, James, 2000. If tracking is bad, is detracking better? *American Educator, pp. 1-7*

*To understand SAC as a pedagogical model, consult:*


**Section:** Meeting the section leaders

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**Thursday, September 19, 2013**

**Learning in groups: Issues in practice** *(In sections)*

Simulation of groupwork lesson and skillbuilder: analysis of participation structures, features of the task, role of the teacher

**Read:**
Thursday, September 26, 2013
Status problems and their treatment in heterogeneous classrooms: Theoretical framework
(Whole class and section)

Status problems and their treatment in heterogeneous classrooms: Theoretical framework

Read:

Thursday, October 3, 2013
Features of a groupworthy task; Language Demands (Whole class)

Read:

Workshop: Crafting group-worthy tasks (Section)

Thursday, October 10, 2013
Status problems and their treatment in heterogeneous classrooms: Theoretical framework
(Whole class and section)

Read:
- Howard Gardner, In a Nutshell, The Learning and Mind Series
- **Recommended:** Cohen and Lotan, Producing Equal Status Interaction in the Heterogeneous Classroom, American Educational Research Journal, Spring 1995

**Due October 17, 2013:** First draft of groupworthy task

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**Thursday, October 17, 2013**

**Mastering content and developing language proficiency in heterogeneous classrooms** (Whole class and section)

**Skill builder:** Master Designer (Whole class)

**Read:**
- Lorrie Stoops Verplaetse, 2008. Developing academic language through an abundance of interaction, in Verplaetse&Migliacci (Eds.) *Inclusive pedagogy for English language learners; A handbook of research-informed practices*, Lawrence Earlbaum Associates
- Walqui, Aida, *Scaffolding Instruction for English Language Learners*, The International Journal of Bilingual Education and Bilingualism

**Due:** Notes from classroom observation of language demands

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**Thursday, October 24, 2013**

**Assessing group and individual performance** (Whole class and section)

**Read:**

**Do:** Collect student work samples and bring to class

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**Thursday, October 31, 2013**

**Organizing the classroom for groupwork: Delegation of authority, student roles, and group norms** (Whole class and section)

**Read:**

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**Thursday, November 7, 2013**

Micro-teach (in section)
Thursday, December 5, 2013

Debrief implementation (in section); Lessons learned (whole class)
ED284 – Teaching and Learning in Heterogeneous Classrooms

Language demands in the classroom

The purpose of this assignment is to identify and record how your students use language in the classroom. Focus on what students need to know and be able to do in English, the language of instruction, to (1) access the learning task(s), (2) participate productively in various settings, and (3) demonstrate what they know and are able to do. For example, pay attention to the language required to understand oral and written instructions and explanations, read and respond to text, use various materials and resources, participate actively in whole class or small group discussions, ask and answer questions, write essays, or take tests.

Language demands are what students are asked to do linguistically if they are to be successful academically.

What to do: To identify the language demands of various learning tasks, activities, and assessments, you will observe three students who participate differently in class. Observe them one at a time for at least 8-10 minutes each and pay attention to the language used as the student listens, speaks, reads, or writes.

The language samples you collect may consist of the following:

- **Oral language samples:** Script (as accurately as possible) what teachers and students say, paying special attention to the student you are observing.

- **Written language samples:** Collect at least two samples of written work students produced in class. Note the goals of the assignment and your observations of how the students worked on the assignment.

- **Body language of focal student:** This may be especially helpful if the student you are observing is not producing much oral or written language. Not producing language doesn’t necessarily mean students aren’t able to do so. It is interesting data to ponder.

Prepare for class: In our class discussion we will address the relationship between English proficiency on the one hand, and access to the learning task(s), participation in whole class and small groups, and demonstration of academic competence on the other.

As you review your data, consider the following: What are some ways that students respond to challenging language demands? What do you notice when students seem to struggle with language demands when speaking or writing? Bring your language samples and come prepared to discuss your ideas.
Language demands in the World Languages Classroom

The purpose of this assignment is to identify and record how your students use language in the classroom. Focus on what students need to be able to comprehend in the target language as well as how they should be able to communicate in language, in order to (1) access the learning task(s), (2) participate productively in various settings, and (3) demonstrate what they know and are able to do. Identify the proportion of target language that you, the teacher, use in both speaking and writing. With this in mind, pay attention to the language required for students to understand your oral and written instructions and explanations in the target language. Focusing on the portions of your instruction and student work that use the target language, identify how students read and respond to text, use various materials and resources, participate actively in whole class or small group discussions, ask and answer questions, write essays, or take tests.

Language demands are what students are asked to do linguistically if they are to be successful academically. In beginning level language classes, successful performance might include quite basic vocabulary and content.

What to do: Identify the language demands of various learning tasks, activities, and assessments as you observe three students who participate differently in class. Observe them one at a time for at least 8-10 minutes each and pay attention to the target language used as the student listens, speaks, reads, or writes.

The language samples you collect may consist of the following:

- **Oral language samples:** Script (as accurately as possible) what teachers and students say, paying special attention to the student you are observing. Depending on the level of the language class, you might have to script language other than the target language (English, or mixed variations).

- **Written language samples:** Collect at least two samples of written work students produced in class. Note the goals of the assignment and your observations of how the students worked on the assignment.

- **Body language of focal student:** This may be especially helpful if the student you are observing is not producing much oral or written language in the target language. Not producing language doesn’t necessarily mean students aren’t able to do so. It is interesting data to ponder.

Prepare for class: In our class discussion we will address the relationship between the target language proficiency on the one hand, and then the access to the learning task(s), participation in whole class and small groups, and demonstration of academic competence on the other.

As you review your data, consider the following: What are some ways that students respond to challenging language demands? What do you notice when students seem to struggle with the target language demands when speaking or writing? Bring your language samples and come prepared to discuss your ideas.
Name:

Student’s Name:

DEVELOPING A LEARNING PROFILE

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<thead>
<tr>
<th>STRENGTHS/AFFINITIES</th>
<th>WEAKNESSES</th>
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BEGINNING HUNCHES:

MISSING INFORMATION:
## DEVELOPING A LEARNING PROFILE

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<th>Strengths/Affinities</th>
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Course Description
This course will focus on developing the basic knowledge, skills, and strategies for teaching special students with learning disabilities. We will examine the needs of exceptional learners, the identification of learning differences and specific learning disabilities, and special adaptations teachers can make in the regular inclusion classroom. We will learn about the legal requirements of special education, testing procedures, the development of Individualized Education Plans, and the support systems and services offered by schools. As part of this process we will engage in readings, discussions, and demonstrations. In the winter and spring you will follow a special needs learner in your school to understand the diagnosis, nature of the student’s needs, and types of services both prescribed and offered to the student by the school. We will share student cases at the end of the spring quarter.

Course Text
All readings will be posted to the course site. If you prefer to purchase a hard copy, please email Greg at Field Copy Printers (fcp1@aol.com). We will use substantial portions of the reader for this course.

Assignments
Mini-assignments will be due throughout the two quarters. The completed final assignment is due in Ericka’s mailbox the week after our final class (TBD)

Grading
This course will be graded on a letter grade system of A, B, C, D and NO PASS. The final grade calculation includes class attendance, preparation and participation, mini-assignments and the final case study.

All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide.

Students with Disabilities
Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066.
Session 1

1/9/13 Introduction to Special Education

- Welcome to Winter Quarter
- Overview of learning differences
- Introduction to the Special Education Assignment

READ FOR TODAY

- EDUC285 - Session 1 Reader
  - Preface to: The Motivational Breakthrough: 6 Secrets to Turning on the Tuned Out Child (R. Lavoie, 2007)
  - “School Failures, Adult Successes: The Negative Behaviors of Children with Severe Learning Disabilities That Often Turn into Positive Attributes in Adulthood” (S.L. Smith, 1999)

DUE TODAY

- Create free accounts for the following websites using your Stanford email address. We will be using these websites during our first class. Soyoun will also email you about registering the week before the quarter starts.
  - http://linoit.com/groups/EDUC285-Elementary (click "sign up" and register!)
  - http://ed.ted.com/ (click "register" on the top right corner)

DO

- Begin your selection of your case study student (see Case Study Selection Form). Briefly describe the difficulties the student is experiencing (either bullets or paragraph form is acceptable). Due 1/16 or 1/23
- Select your case study group (if applicable)
- Watch Rick Lavoie’s “Processing” video and answer the questions that follow
- Collect information on resources and procedures for learning disabled students at your school. Due 1/30
- Attend one SST and one IEP meeting.
- One page reflection will be due the first session we reconvene in the spring.

Session 2

1/16/13 Identifying and Understanding Students with Learning Disabilities

- Identifying and Understanding Students with Learning Differences
- Jigsaw readings
- Getting to know your students

READ FOR TODAY

- EDUC285 – Session 2 Reader

DUE TODAY

- Case Study Selection Form (if applicable). Email as an attachment to: upload.EDUC_28.4gkqmyrdkq@u.box.com
  - Case study group selection (if applicable)
  - Watch Rick Lavoie’s “Processing” video and answer the questions that follow

DO

- Jigsaw Reading Session Summaries Form. Email as an attachment to: upload.EDUC_28.4gkqmyrdkq@u.box.com, Due 1/23
- Collect information on resources and procedures for learning disabled students at your school. Due 2/1
- Attend one SST and one IEP meeting.
- One page reflection will be due the first session we reconvene in the spring.
Session 3
1/23/13 All Kinds of Minds Framework: Developing Learning Profiles and Management Plans

- Identifying and Understanding Students with Learning Differences using the All Kinds of Minds Framework
- Developing learning profiles and management plans
- What is DI, UbD and UDL?
- Curricular and Instructional planning guide (Fur)
- Mindset (Dweck) discussion

READ FOR TODAY
- EDUC285 - Session 3 Reader
  - From Scientific American: “The Secret of Raising Smart Kids” (C. Dweck, 2007)
  - “How do teachers make it all work?” Carol Tomlinson
  - All Kinds of Minds model – skim handouts

DUE TODAY
- Case Study Selection Form (if applicable). Email as an attachment to:
  upload.EDUC_28.4gkqmyrdkq@u.box.com
- Jigsaw Reading Session Summaries Form. Email as an attachment to:
  upload.EDUC_28.4gkqmyrdkq@u.box.com

DO
- Collect information on resources and procedures for learning disabled students at your school. Due 1/30
- Read files and take notes in Cumulative File Information Template and email as an attachment to: upload.EDUC_28.4gkqmyrdkq@u.box.com. Due 2/6
- Attend one SST and one IEP meeting.
- One page reflection will be due the first session we reconvene in the spring.

Session 4
1/30/13 The Law

- Special Education -- “The Law” -- School services, IEPs, and adaptations

READ FOR TODAY
- EDUC285 - Session 4 Reader
  - Read and mark up “The Elevator Theory of Special Education” (M. Freedman, 1995)
  - Skim section three in reader – “The Law”

DUE TODAY
- Information on resources and procedures for learning disabled students at your school and email as an attachment to: upload.EDUC_28.4gkqmyrdkq@u.box.com

DO
- Read files and take notes in Cumulative File Information Template and email as an attachment to: upload.EDUC_28.4gkqmyrdkq@u.box.com. Due 2/6
- Watch “The Turkey and The Crow” Eide and Eide and answer the questions on the "Think" tab.
- Attend one SST and one IEP meeting.
- One page reflection will be due the first session we reconvene in the spring.
### Session 5

**2/6/13 Do Learning Disabilities Really Exist?**
- Case Study Groups - Developing Learning Profiles for your Students (second iteration)
- Demystification - How to talk to students about their strengths and difficulties

**READ FOR TODAY**
- EDUC285 - Session 5 Reader

**DUE TODAY**
- Watch “The Turkey and The Crow” Eide and Eide and answer the questions on the "Think" tab.
- Notes in student's Cumulative File Information Template

**DO**
- Speak to student about his/her difficulties Due 4/3
- Reflection of SST and IEP Due 4/3

### Session 6

**4/3/13 Memory, Attention, and Organization**
- SST and IEP debrief
- Reviewing All Kinds of Minds Framework
- Memory, Attention, and Organization
- The over-medicalization of students
- Demystification: Speaking to students about their learning -- Debrief in class
- Mini-assignment on Organization

**READ FOR TODAY**
- EDUC285 - Session 6 Reader
  - Skim all readings on Memory
  - Skim all reading on Attention
  - Read and mark up: "The Last Normal Child: America's Intolerance of Diversity in Children's Performance and Behavior" (L. Diller, 2006)

**DUE TODAY**
- One page reflection on SST meeting
- One page reflection on IEP meeting
- Reflection on Demystification meeting with student

**DO**
- Mini Assignment on Organization Due 4/10
- Two work samples with analysis (bullets) Due 4/10
- Search for information from at least two sources (counselor/resource teacher/teachers/parents/inventories/records and testing). Due 4/17
### Session 7

**4/10/13 Language Processing and Dyslexia**

*English Language Learners and Special Education*

**READ FOR TODAY**
- **EDUC285 - Session 7 Reader**
  - Readings on Dyslexia
  - Culturally and Linguistically Diverse Learners and Special Education” (L. Diaz-Rico and K.Z. Weed, 2010)
- **Optional readings in Reader:**
  - Figueroa, & Garcia (1994). “Issues in testing students from culturally and linguistically diverse backgrounds.”

**DUE TODAY**
- Mini assignment on organization
- Two samples of student work with analysis (bullets)

**DO**
- Information from at least two sources (counselor/resource teacher/ teachers/ parents/inventories/records and testing). Due 4/17
- List strategies you would use (or have used) to help this student. Tie these to the readings Due: 4/24
- Rough draft of paper due for peer share Due: 5/1
- Final paper due on or before 5:15pm on 5/8

### Session 8


**READ FOR TODAY**
- **EDUC285 - Session 8 Reader**
  - “Autistic Spectrum Disorders”
  - “A Parent’s Guide to Asperger Syndrome and High-functioning Autism”
  - The Social Side of School” from Mel Levine, *Keeping Ahead in School*

**DUE TODAY**
- Information about your student from at least two sources (teachers/ counselor/resource teacher/records and testing)

**DO**
- List strategies you would use (or have used) to help this student. Tie these to the readings Due: 4/24
- Rough draft of paper due for peer share Due: 5/1
- Final paper due on or before 5:15pm on 5/8
### Session 9

**4/24/13  Assistive Technology and Differentiated Instruction**
- Developing a Learning Profile for your Case Study student in Case Study Groups (third iteration)

**READ FOR TODAY**
- Articles related to assistive technology

**DUE TODAY**
- List strategies you would use (or have used) to help this student. Tie these to the readings

**DO**
- Rough draft of paper for peer share **Due 5/1**
- Final paper due on or before 5:15pm on **5/8**

### Session 10

**5/1/13  Wrapping up**
- Test-taking strategies
- Grading and the learning disabled student
- Case Study Groups: Sharing Special Education cases

**READ FOR TODAY**
- **EDUC285 - Session 10 Reader**
- Issues related to grading the learning disabled student

**DUE TODAY**
- Sharing case studies - rough draft due today

**DO**
- **Case study due 5/8 by 5:15 pm.** Please turn in to Ericka’s box.
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Session 1

2/25/13 Introduction to Special Education

- Welcome to Winter Quarter
- Overview of learning differences
- Introduction to the Special Education Assignment

READ FOR TODAY
- EDUC285 - Session 1 Reader
  - “School Failures, Adult Successes: The Negative Behaviors of Children with Severe Learning Disabilities That Often Turn into Positive Attributes in Adulthood” (S.L. Smith, 1999)

DUE TODAY
- Create free accounts for the following websites using your Stanford email address. We will be using these websites during our first class. Felicia or Derisa will also email you about registering the week before the quarter starts.
  - http://linoit.com/groups/EDUC285-Elementary (click "sign up" and register!)
  - http://ed.ted.com/ (click "register" on the top right corner)

DO
- Begin your selection of your case study student (see Case Study Selection Form). Briefly describe the difficulties the student is experiencing (either bullets or paragraph form is acceptable). Due 3/4 or 3/11
- Select your case study group (if applicable)
- Watch Rick Lavoie’s “Processing” video and answer the questions that follow. Due 3/4
- Collect information on resources and procedures for learning disabled students at your school. Due 3/18
- Attend one SST and one IEP meeting.
- One page reflection will be due 4/8

Session 2

3/4/13 Identifying and Understanding Students with Learning Disabilities

- Identifying and Understanding Students with Learning Differences
- Jigsaw readings
- Getting to know your students

READ FOR TODAY
- EDUC285 – Session 2 Reader

DUE TODAY
- Case Study Selection Form (if applicable). Email as an attachment to your designated Box.com address.
- Case study group selection (if applicable)
- Watch Rick Lavoie’s “Processing” video and answer the questions that follow

DO
- Jigsaw Reading Session Summaries Form. Email as an attachment to your designated Box.com address. Due 3/11
- Collect information on resources and procedures for learning disabled students at your school. Due 3/18
- Attend one SST and one IEP meeting.
- One page reflection will be due 4/8
### Session 3

**3/11/13 All Kinds of Minds Framework: Developing Learning Profiles and Management Plans**

- Identifying and Understanding Students with Learning Differences using the All Kinds of Minds Framework
- Developing learning profiles and management plans
- What is DI, UbD and UDL?
- Curricular and Instructional planning guide (Fur)
- Mindset (Dweck) discussion

#### READ FOR TODAY
- **EDUC285 - Session 3 Reader**
  - From Scientific American: “The Secret of Raising Smart Kids” (C. Dweck, 2007)
  - “How do teachers make it all work?” Carol Tomlinson
  - All Kinds of Minds model – skim handouts

#### DUE TODAY
- **Case Study Selection Form** (if applicable). Email as an attachment to your designated Box.com address.
- **Jigsaw Reading Session Summaries Form**. Email as an attachment to your designated Box.com address.

#### DO
- Collect information on resources and procedures for learning disabled students at your school. **Due 3/18**
- Read files and take notes in **Cumulative File Information Template** and email as an attachment to your designated Box.com address. **Due 4/1**
- Attend one SST and one IEP meeting.
- One page reflection will be due the first session we reconvene in the spring. **Due 4/8**

### Session 4

**3/18/13 The Law**

- Special Education -- "The Law" -- School services, IEPs, and adaptations

#### READ FOR TODAY
- **EDUC285 - Session 4 Reader**
  - Read and mark up “The Elevator Theory of Special Education” (M. Freedman, 1995)
  - Skim section three in reader – “The Law”
  - *Please bring your questions and comments to class*

#### DUE TODAY
- Information on resources and procedures for learning disabled students at your school and email as an attachment to your designated Box.com address.

#### DO
- Read files and take notes in **Cumulative File Information Template** and email as an attachment to your designated Box.com address. **Due 4/1**
- Watch “The Turkey and The Crow” Eide and Eide and answer the questions on the ”Think” tab.
- Attend one SST and one IEP meeting.
- One page reflection will be due **4/8**.
### Session 5

**4/13 Do Learning Disabilities Really Exist?**

- **Case Study Groups** - Developing Learning Profiles for your Students (second iteration)
- **Demystification** - How to talk to students about their strengths and difficulties

**READ FOR TODAY**

- EDUC285 - Session 5 Reader

**DUE TODAY**

- Watch “The Turkey and The Crow” Eide and Eide and answer the questions on the "Think" tab.
- Notes in student’s [Cumulative File Information Template](#)

**DO**

- Speak to student about his/her difficulties Due 4/8
- Reflection of SST and IEP. Due 4/8

### Session 6

**4/8/13 Memory, Attention, and Organization**

- **SST and IEP debrief**
- **Reviewing All Kinds of Minds Framework**
- **Memory, Attention, and Organization**
- **The over-medicalization of students**
- **Demystification: Speaking to students about their learning -- Debrief in class**
- **Mini-assignment on Organization**

**READ FOR TODAY**

- EDUC285 - Session 6 Reader
- Skim all readings on Memory
- Skim all reading on Attention
- Read and mark up: "The Last Normal Child: America's Intolerance of Diversity in Children's Performance and Behavior“ (L. Diller, 2006)

**DUE TODAY**

- One page reflection on SST and IEP process
- Notes from Demystification

**DO**

- Mini Assignment on Organization. Due 4/15
- Two work samples with analysis (bullets). Due 4/15
- Search for information from at least two sources including the counselor/resource teacher and (teachers/parents/inventories/records and testing). Due 4/22
### Session 7

**4/15/13  Language Processing and Dyslexia**  
*English Language Learners and Special Education*

**READ FOR TODAY**
- **EDUC285 - Session 7 Reader**
- Readings on Dyslexia
- Culturally and Linguistically Diverse Learners and Special Education" (L. Diaz-Rico and K.Z. Weed, 2010)
- Optional readings in Reader:
  - Ruiz, Vargas, & Beltran (2002). “Becoming a reader and writer in a bilingual special education classroom.”
  - Figueroa, & Garcia (1994). “Issues in testing students from culturally and linguistically diverse backgrounds.”

**DUE TODAY**
- Mini assignment on organization
- Two samples of student work with analysis (bullets)

**DO**
- Search for information from at least two sources including the counselor/resource teacher and (teachers/parents/inventories/records and testing). Due 4/22
- List strategies you would use (or have used) to help this student. Tie these to the readings. Due 4/29
- Rough draft of paper due for peer share. Due 5/13
- Final paper due on or before 5:15pm on 5/20

### Session 8


**READ FOR TODAY**
- **EDUC285 - Session 8 Reader**
  - “Autistic Spectrum Disorders”
  - “A Parent’s Guide to Asperger Syndrome and High-functioning Autism”
  - The Social Side of School” from Mel Levine, *Keeping Ahead in School*

**DUE TODAY**
- Information about your student from at least two sources (student/teachers/ counselor/resource teacher/records and testing)

**DO**
- List strategies you would use (or have used) to help this student. Tie these to the readings. Due 4/29
- Rough draft of paper due for peer share including 2 work samples. Due 5/13
- Final paper due on or before 5:15pm on 5/20
## Session 9

**TBD  Assistive Technology and Differentiated Instruction**

- Developing a Learning Profile for your Case Study student in Case Study Groups (third iteration)

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<tr>
<td>Articles related to assistive technology</td>
<td>List strategies you would use (or have used) to help this student. Tie these to the readings</td>
<td>Rough draft of paper due for peer share including 2 work samples on 5/13</td>
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<td>Final paper due on or before 5:15pm on 5/20</td>
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## Session 10

**TBD  Wrapping up**

- Test-taking strategies
- Grading and the learning disabled student
- Case Study Groups: Sharing Special Education cases

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<tr>
<td>EDUC285 - Session 10 Reader</td>
<td>Sharing case studies - rough draft due today</td>
<td>Case study due 5/20 by 5:15 pm. Please turn in to Ericka’s box.</td>
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1348
MINI-ASSIGNMENT
COLLECTING INFORMATION ON RESOURCES AND PROCEDURES
FOR STUDENTS WITH SPECIAL NEEDS AT YOUR SCHOOL SITE

• Work collaboratively with STEPpies who are in the same placement - -Divide and conquer!
• Make sure all your names are on the one document you submit
• Use bullets rather than paragraphs
• Tell me how big the school is
• Tell me whether support personnel are part-time or full-time
• Walk me through the services available to students with special needs including their SST and IEP process
• If the school has any documentation that describes the services/procedures they offer, feel free to attach them.
• Please email work as an attachment to: upload.EDUC_28.4gkqmyrdkq@u.box.com
Supporting Students with Special Needs - Final Assignment

You will write a 5-7 page case study, (one and one half line spacing) where you identify and describe a student who has special needs. Additional appendixes are acceptable. Please be sure to use the reading resources available in this course (from the assigned texts and reader) as well as class discussions to inform your case study.

You will:

1. Identify a student in your classroom who has special education needs in any area. 
   S/he may have already been identified as having special needs, or you may just have some questions about his/her learning.

2. Find out the range of services and resources at your school for students with special learning needs and how these are made available. What are the issues or problems that may exist around the provision of resources to students with special needs?

3. Consult the student’s cumulative records to see what you can learn about his or her school history and identified needs.

4. Talk to the student about his/her learning profile (strengths, difficulties and affinities)

5. Interview the resource teacher/ counselor/ school psychologist about this student and his or her needs and accommodations. Find out what could / should be done for this student and what is in fact being done for the student.

6. Examine at least two of the student’s work samples.

7. Use at least one of the following sources (or at least two if no resource teacher/counselor/ psychologist was available) to get more information about the student and his or her learning differences or needs:
   - Talk with his/ her parents or teachers (current or past) about the learning differences, school experiences, and needs.
   - Examine the student’s psychological report and IEP to see what you can learn about his or her learning needs and accommodations.
   - Use any of the inventories provided in class or the interviews in the reader (mathematics, writing, reading) to get a more complete sense of the student’s experiences, strengths, and needs.

8. Identify at least three specific areas of difficulty.

9. Suggest at least three teaching and learning strategies that should help in each of the three identified areas of difficulty.

10. Write a concluding paragraph that reflects on the completed case study.
Supporting Students with Special Needs
Rubric

Detailed description of the student’s Learning Profile including:

1. Information from Cumulative files (10 points)

2. Interview of student about his/her learning difficulties. (10 points)

3. Consultation with a special education resource person/counselor about the student and his or her needs and accommodation. (10 points)

4. Review of at least two work samples (10 points)

5. At least one other source (or two if no counselor/resource teacher was involved) to get more information about the student. (10 points)

6. Description of student’s learning is informed by class discussions and readings (15 points)

7. Identified at least three specific areas of difficulty and suggested at least three strategies to help with each area of difficulty. Connected to readings and class discussions. (20 points)

8. Concluding reflection. (5 points)

9. Investigated the range of services and resources is in your school for students with special learning needs and how these are made available. (10 points)

OVERALL ASSESSMENT:
Paper Grade:
Course Grade:
Supporting Students with Special Needs

Rubric

Detailed description of the student’s Learning Profile including:

1. Information from Cumulative files (10 points)
   Anything pertinent e.g.
   • Health history
   • School history
   • Standardized testing
   • Psychological testing

2. Interview of student about his/her learning difficulties. (10 points)
   • Describe how it went and what you learned about your student. (It is fine if it didn’t go well. Just describe why and what you might do differently next time.)

3. Consultation with a special education resource person/counselor about the student and his or her needs and accommodation. (10 points)
   • If this is not applicable in your case, say so and include an additional source of information in section 5.

4. Review of at least two work samples (10 points)
   • Either scan in work samples or attach as appendixes
   • Samples should be illustrative of student’s learning profile (strengths and/or difficulties)
   • Explicitly describe what you learned about your student from examining the work samples

5. At least one other source (or two if no counselor/resource teacher was involved) to get more information about the student. (10 points)

6. Description of student’s learning is informed by class discussions and readings (15 points)
   • Don’t just describe the learning profile - Connect it to readings and class discussions

7. Identified at least three specific areas of difficulty and suggested at least three strategies to help with each area of difficulty. Connected to readings and class
discussions. (20 points)
- Either bullets or table form
- Briefly connected to All Kinds of Minds’ 8 underlying constructs (spatial; sequential; attention etc.)

8. Concluding reflection. (5 points)
- What did you learn from the process?
- Would you do anything differently next time?
- Any take-aways you could use in your own classrooms?

9. Investigated the range of services and resources is in your school for students with special learning needs and how these are made available. (10 points)
- Either integrated in body of case study or attached as an appendix
- Bullets preferred to narrative form

PLEASE DO NOT EMAIL FINAL COPIES

OVERALL ASSESSMENT:
Paper Grade:
Course Grade:
Regardless of your content area, the reading of text will almost certainly play a central role in your future classroom: from historical documents to word problems to science textbooks to poems and beyond, you will be asking your students to make sense of text. For this reason, our course is organized around recognizing and engaging students as sense-makers. It will address the following:

What is reading comprehension? At its core, reading comprehension is about making sense of text. It is possible to make sense of texts in many different ways, and adolescents often make sense of texts differently than their teachers and peers do. A premise of this course that the teaching of reading should be focused most of all on students’ textual sensemaking rather than primarily on getting students to produce “right” answers about what texts mean.

How does learning content fit with textual sensemaking? Texts are one key way in which content-related issues/problems can be closely examined; they can play a pivotal role in how students develop transformed conceptual understandings and new content knowledge; they can foster deep interest in, even love for, that content. But not all students receive instruction that maximizes this potential. In the past, content area text instruction often provided virtually no support for students as they read; this missile-launch method of lobbing a text at kids and expecting them to figure it out without any chance to talk about it puts many less-prepared students in a position where they fail at the reading, and therefore miss out on content-related conversations/knowledge that text would have afforded them. But other forms of instruction have led to the opposite problem: they over-scaffold. Such instruction relies on teacher explanation, “leading” questions and other heavy-handed teacher guidance to try to make sure students are all getting the “right” meaning. However well-intentioned the instruction, students in such classrooms often become passive, for they have limited opportunity to do intensive textual thinking themselves (Nystrand, 1991). Thus, students may come to rely heavily on the teacher’s explanation/guidance to access content from text. In the short run, they may access more content than students who receive no guidance at all, although even this outcome is not at all certain: students may not grasp key content particularly well if they haven’t had the opportunity to think it through deeply for themselves. Regardless, in the long run they get little practice in disambiguating meaning or in working through textual challenges themselves. A premise of this course is that, in order for students to maximally develop their capacity for learning and deeply engaging with content, instruction must provide meaningful, sustained opportunities for students’ textual sensemaking to really matter during classroom dialogue; students must actively investigate, probe, and untangle content-related textual meaning in conversation with each other.
Who is a sense-maker? All of us! Children arrive at school already sense-makers—intelligent and thoughtful people who make decisions about what social interactions, texts, and their observations about the world might mean. Students learn about the world through opportunities to make sense of things and through opportunities to learn how others are making sense of those things. But, while sensemaking is something all of our students do constantly, every student’s sensemaking is unique. Sometimes students’ sensemaking is hard to understand, but working toward such understanding is central to teaching, both interpersonally and pedagogically. A premise of this course is that teachers should trust, value, and seek to understand both the social and the textual sensemaking of each student they teach.

How can teachers deepen the ways in which they trust, value, and seek to understand students’ sensemaking? Close, non-evaluative observation and high-quality dialogue are both crucial. Observation enables us to notice what students are doing and understanding rather than focusing heavily on what they are not doing or understanding, given the goals we have for students. Orchestrating high-quality dialogue in the classroom enables us to a.) hear the emerging ideas students offer at the conversational table; b.) engage with those ideas in a serious way; and c.) communicate curiosity and respect for those ideas. A premise of this course is that close observation and high-quality dialogue take practice; a small-group text discussion is an ideal place for such practice, but what you learn about observing and dialoguing will serve you well beyond this instructional format.

How do adolescents extend and transform their textual sensemaking? The beauty of different students bringing different textual ideas into play during discussion is that students are hearing and evaluating multiple ways of reading the text and of drawing upon textual evidence. Powerful pedagogical dialogue goes beyond making space for multiple voices to be heard; it also creates the opportunity, and even the need, for students to wrestle deeply with their own and each other’s ideas about what a text might mean. A premise of this course is that students’ varying, often conflicting ideas about the world and about textual meaning should drive the conversation during text discussions.

How can a teacher orchestrate instruction so that wrestling with peers’ ideas about text becomes a practice that is meaningful and sensible to students? If the teacher focuses classroom dialogue on getting students to simply share the teacher’s own understandings of a text, it may well pre-empt the need for students to listen deeply to each other and evaluate the ideas and evidence others present. If student ideas are to take center stage, the teacher may need to bite her/his tongue at times, particularly when ideas come up that don’t reflect her/his understanding of the text. But the teacher absolutely plays an ongoing active role in the conversation! For example, the teacher may help surface student ideas and invite other students to share in her/his curiosity about the textual thinking students share. When discussion doesn’t seem to be “working,” or when the teacher wants discussion to evolve to become more powerful, it is the teacher’s responsibility to examine how she can change her language and instructional choices to make space for that. A premise of this course is that teacher language and decision-making play a pivotal role in allowing students to wrestle fruitfully with one another’s textual sensemaking: by learning to identify particular kinds of talk moves, consider their effects, and subsequently adjust your own participation in nuanced ways, you can be agentive in orchestrating these kinds of discussions.

Sounds great if kids are on the right track as far as what the text means, but what if they aren’t? Ah, there’s the rub, and a place where we expect this class to be a challenge and an exercise in learning to trust your students. It’s much easier to trust, value, and seek to understand the textual ideas that align with our own, but it’s arguably even more important to trust, value, and seek to understand textual ideas
that don’t. There is evidence that students who have the opportunity to wrestle with each other’s thinking are actually at an advantage when it comes to lasting understandings (Nystrand, 1997), suggesting that focusing on whether a student got this one part of the text “right” may short-circuit opportunities for deeper comprehension in the long run. But beyond that, a premise of this course is that students who engage in discussion centered on student textual ideas are learning more than just what a text means, or the content information a text communicates: they are learning what it can mean to communicate ideas, marshal evidence and engage with each other’s ideas; they are developing ideas about what reading is, what it is good for, and who they are as readers; they are developing intellectually curious and critical dispositions toward content, learning, dialogue, and their own textual ideas; and, finally, they are learning to see each other as particular kinds of intellectual partners and resources. Teaching content area reading is about all of these things.

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Nature of the seminar

Each section will meet independently so that discussion can be central to the work we do together. You will not receive a lot of lectures in this class: each class will depend primarily on the ideas we develop with one another as we engage in an ongoing conversation about pedagogy. We ask that you bring your own experiences as a reader/writer/thinker/teacher into dialogue with those of others, and with the course readings.

Course materials

The course reader will be available for purchase on the first day of class. Please bring the reader to every class session; a number of in-class activities will depend on you having the readings in front of you.

Expectations during class

Consider what it is that you hope for and expect from your own students! You are asked to endeavor to be a student who engages deeply with the subject matter and gives it your all. We expect you to engage with the material and with your colleagues to seriously challenge your thinking and your teaching practice. The class depends on your contribution: please be on time, complete the readings for each class in advance, bring the readings and any assignments with you, and participate fully in the activities/discussions during the seminar. If you must miss a class, please e-mail your instructor in advance.

Cell phones & computers: Please turn off and put away cell phones before class starts, as a matter of professionalism and as a courtesy to your colleagues in the class. When you bring a computer or other digital device to class, you are committing to using it responsibly and respectfully (no instant messaging, checking e-mail, etc.); please hold yourselves and each other accountable to this standard.

Expectations for assignments

Please keep the following in mind for all assignments:

- **Stanford Honor Code.** You are expected to follow the Stanford Honor Code. For a full explanation of the Honor Code, please go to
http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm

If you have any questions about how it applies to a particular assignment, please ask.

- **Work quality.** Care about your work, and do your best. Push yourself to take risks and make commitments that will further develop the quality of your work, as you would hope your own students would do. Enlist the support of others: in this class, you are encouraged to have others help you edit and revise your work. You are also encouraged to make use of the resources available at the Stanford Writing Center: see http://swc.stanford.edu/.

- **Respect and privacy.** Your written work in this class will involve analysis of your observations of students. Part of being respectful toward them is taking your observations very seriously, spending a lot of time figuring out what you think of what you are seeing, and being careful in finding a useful language to describe those observations. Please also guard the privacy of students and of cooperating teachers by using only initials for those who appear in your writing.
**Deadlines and evaluation**

We will be assigning grades on the basis of the quality of each assignment, and your course grade will be based on your cumulative work. That said, this class is intended most of all to support your learning, not to evaluate it. Should you have any questions about your progress in the course, please do not hesitate to talk with your section instructor about it.

Any requests for extensions must be discussed with your instructor in advance. Please note that, if permission is granted to turn in an assignment late, you will receive a grade but few, if any, additional comments on your work.

Thoughtful participation in the course (including daily, on-time attendance) is assumed; unless there are highly extraordinary circumstances, if you miss more than one class, your grade will be affected. Note that we are aware that participation takes many forms. Although we encourage everyone to speak up in whole-class discussions, you will not be penalized for not doing so.

**Assignment summaries**

Further details related to written assignments, including a timeline, is included in your reader.

1) *Assignment 1.* (20% of grade)
2) *Assignment 2.* (20% of grade)
3) *Assignment 3.* (50% of grade)
4) *Class preparation and participation.* We expect you to read all assigned texts closely in advance of each day’s discussion, and you may also be asked to complete short in-class assignments and quickwrites related to the day’s topic/readings. Most of all, we expect critical dialogue, tough questions, and a willingness to take on, in an honest way, the risk of deeply exploring something that may feel quite unfamiliar, conceptually and pedagogically. We ask you to be rigorous, open-minded, and respectful in your exploration of the ideas you bring, encounter, and develop. *(10% of grade)*
Overview of small-group discussion facilitation

You will facilitate 2 hour-long small-group text discussions with a group of 4-5 students. You will work with the same group of students for both your small-group sessions. The instructional focus of these conversations is eliciting and responding to student ideas about text, and better understanding students’ sense-making and participation. Discussions are thus deliberately quite open-ended, and are not aimed at having the students reach any particular pre-determined answer or conclusion, learn a pre-determined new concept, or practice pre-determined strategies. Instead, students read and discuss a rich, ambiguous text related to their subject area and discuss with one another what that text might mean; multiple, divergent understandings of the text are encouraged.

We provide plans for the first discussion, and you will work together to make plans for the second discussion.

For students with documented disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066).
# ED 289, Literacies: Schedule of Readings and Assignments 2013

<table>
<thead>
<tr>
<th>Date/Topic</th>
<th>Reading</th>
<th>Assignment/Reminder</th>
<th>Key questions to think about as you read</th>
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<tr>
<td><strong>WEEK 1</strong></td>
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<tr>
<td>Monday, July 15th: Introduction</td>
<td>Introduction to Literacies handout Logistical Details handout (WILL BE EMAILED)</td>
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<td>Tuesday, July 16th: Student perspectives on the social context of the classroom</td>
<td>Hall, Struggling reader, struggling teacher: An examination of student-teacher instruction and text in social studies transactions with reading Subject-specific student text for Discussion #1 (WILL BE EMAILED; BRING ELECTRONIC OR HARD COPY WITH YOU TO CLASS) Assignments overview, Key dimensions to keep in mind, and Assignment 1 instructions (IN READER) Assignment One Sample (IN READER)</td>
<td>· In consultation with your cooperating teacher, you should finalize decisions about who will be in your small group by before our Literacies class today.</td>
<td>· What was the classroom like for Sarah? Why might this be significant? · What was Mrs. O’Reilly’s experience in this classroom? Why might this be significant? · Note questions and things you want to discuss related to the first assignment.</td>
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| Wednesday, July 17th: Dialogically organized discourse | Nystrand, Ch. 1. & Nystrand and Gamoran Summary (of Ch. 2). Important Discourse Terms, Part A (IN READER) | · Why does Nystrand make a case for dialogically organized instruction?  
· Familiarize yourself with the discourse terms; we will be relying on them for the rest of the course. How can specific discursive moves open up or close down space for teachers and students to see inside student thinking about text? |
| --- | --- | --- |
| Thursday, July 18th: Comprehension-as-sense-making | Aukerman, Who’s afraid of the big bad answer? (IN READER)  
Aukerman, In Praise of Wiggle Room. (IN READER) | Facilitate and videotape Discussion #1. Assignment 1 is due via email to your section instructor on Saturday, July 20th, by noon. |
|  |  | · What characterizes teaching that is oriented toward comprehension-as-outcome, comprehension-as-procedure, and comprehension-as-sense-making, respectively?  
· What is the significance of the teacher moving out of the role of primary knower? When the teacher abdicates this role, why does this actually facilitate deeper learning?  
· How are student understandings transformed in a dialogically organized conversation? |
| WEEK 2  
Tuesday, July 23rd: Rich Questions and Rich Discussion |
| Subject-specific student text for Discussion #2 (WILL BE EMAILED). |
| Important Discourse Terms, part B. (IN READER) |
| Assignment 2 instructions (IN READER) |
| Math cohort only: “Supplement for Math Cohort.” (WILL BE EMAILED.) |
| **5 authentic questions for Discussion #2 due to your subject-responsible instructor by 8 am on Tuesday, July 23rd.** |
| Read Part B of Important Discourse Terms (and math supplement, if applicable) before writing your questions. Make a note of the exact sentence/stop point where you will ask each question. |
| Math: aukerman@stanford.edu |
| English: emjohnson@stanford.edu |
| History: liamaiello@stanford.edu |
| Science: pcmartin@stanford.edu |
| World Languages: lorien@stanford.edu |

| Wednesday, July 24th: Dialogic hesitations and possibilities |
| Fecho, “The Whys of a Dialogical Classroom,” and “Developing Dialogical Perspectives.” (IN READER) |
| Myths and Realities about Dialogically Organized Instruction (TO BE DISTRIBUTED) |
| Facilitate and videotape Discussion #2. |

- What kinds of things are important to consider in generating questions and uptake during dialogically organized discussion?
- Note questions and things you want to discuss related to the transcript/coding assignment.
- Which of the fears Fecho discusses resonates most for you? To what extent do the substantive beliefs he proposes also resonate?
Thursday, July 25th:
Analyzing practices in light of students’ sensemaking and the Common Core State Standards

| Common Core Standards, excerpts. pp. 48-50, p. 60-66. (IN READER) |
| Common Core Standards, Mathematical Practices. Pp. 6-8. (Math cohort only) |
| Sand Transcript. (IN READER) |
| Assignment 3 instructions (IN READER) |
| Norms for talking with others about video discussions. (IN READER) |

- How can an emphasis on student sensemaking be used in the service of having students meet the Common Core State Standards?
- Consider what you are able to learn about student thinking from the Sand transcript.

WEEK 3
Monday, July 29th:
Disciplinary Literacy

| Today’s Peer Transcript. |
| These readings will be e-mailed. Bring a hard or electronic copy with you to class. |

**English & History cohorts:**

**Math cohort:**
- Moschkovich, Examining mathematical discourse practices.

**Science cohort:**

**World Languages:**

**Email your instructor 3 things:**
- your uncoded transcript (as a PDF), your coded transcript (as a WORD document) and your video discussion preparation sheet by 8 am Monday morning.

| Separately email your uncoded transcript and discussion preparation sheet to your video group by 8 am Monday morning as well. |

- Think about how today’s reading makes you think about instruction in the service of student sensemaking in your content area.
| Tuesday, July 30th:  
Rethinking what it means to “tell” |  
*Today’s Peer Transcripts.*

Lobato, Clarke, & Ellis. Initiating and eliciting in teaching: A reformulation of telling. (IN READER) |  
*Turn in a CD or DVD with a 5 minute clip of your discussion in class today.*

- On the day your video will be discussed, bring your video, a laptop, and enough hard copies of your transcript and video discussion preparation sheet for everyone in your group plus your instructor.
- What are Lobato et al.’s assumptions about the role of telling in the classroom?
- How might Lobato et al.’s ideas relate to dialogically organized instruction in your content area? |

| Wed., July 31st:  
Dialogism and Writing to Learn |  
*Today’s Peer Transcripts.*

Daniels, Zemelman, & Steinecke, Writing to learn. (IN READER)  

JIGSAW: Daniels, Quickwrites and Going deeper with writing to learn. (WILL BE EMAILED; BRING A HARD OR ELECTRONIC COPY OF ALL SECTIONS OF THE DOCUMENT TO CLASS)  

- **Group 1:** p. 243-260 (Writing Break, Exit Slip, Admit Slip, Brainstorming)  
- **Group 2:** p. 261-282 (Drawing and Illustrating, Clustering, Mapping)  
- **Group 3:** p. 283-306 (Written conversation, Write-around, Carousel Brainstorming, Double Entry Journal)  
- **Group 4:** p. 307-326 (Nonstop Write, Reflective Write, KWL, Teacher-Student Correspondence) |  
Be prepared to report back to your jigsaw group about the writing strategies you read about. Reflect on whether and how you might use each strategy to help student sense-making become visible and important if you used it in a future classroom.  

- Why do Daniels et al. argue for a distinction between what they call writing to learn and public writing? |
| Thursday, August 2nd: Getting Critical: Goals and Further directions | Lewison, Leland, and Harste, “Why do we need an instructional theory of critical literacy?” In Creating Critical Classrooms: K-8 Reading and Writing with an Edge. (IN READER) | · The final assignment is due (via e-mail) on Friday, August 2nd, by midnight. | · To what extent do you agree with Lewison et al. about the need for critical literacy? Why/why not? How important is it to you that your own classroom be a place where critical literacy is supported?  
· What are ways in which your future teaching could facilitate students being personally responsible, participatory, and justice-oriented citizens?  
· Consider the students in your group and those in the groups you have observed. Where have you seen evidence of intellectual curiosity, social agency, intellectual identity, flexibility in sense-making, intellectual integrity, and dialogic engagement over the course of your work with them? | Foregrounding student sensemaking: in the service of what? (IN READER) |
 Literacies Assignments

Assignments timeline

ASSIGNMENT 1 (20% of grade)
Turn in via email by Saturday, July 20th, at noon:

○ Discussion Sketch 1

ASSIGNMENT 2 (20% of grade)
Turn in via email by 8 am on Monday, July 29th:

○ 1 copy of uncoded transcript (as a PDF), 1 copy of coded transcript (in Microsoft word) & 1 video discussion preparation sheet emailed to your instructors.

Turn in at the start of class on Tuesday, July 30th:

○ A video clip of the section you transcribe.

To bring on the day of your video discussion (July 30th or July 31st):

○ 1. Enough copies of the uncoded transcript and video discussion preparation sheet for video group members and your instructor.

○ 2. A copy of the video clip of the section you transcribe and a computer on which you can play the clip.

○ 3. At least 1 copy of your text for your group to have available.

ASSIGNMENT 3 (50% of grade)
Turn in via email by midnight on Friday, August 3rd:

○ Final Reflection

(Class participation, including timely completion of a readings and activities in preparation for class, will be worth the other 10% of your grade.)
Key dimensions to keep in mind across all assignments. Do your best to maintain a transformative perspective and provide evidence for your hypotheses. Challenge yourself to:

1. Keep language tentative. Unless it is something you have directly observed (and sometimes even then), you are making hypotheses, not stating facts. Using tentative language can help you keep an open mind. Remember, too, that sometimes it may make the most sense to pose multiple hypotheses, or just pose a question.

2. Describe, don’t evaluate. Be aware of yourself. What judgments (e.g., “poor/great reader”) do you catch yourself making about students? What are your gut reactions? If your first impulse is to say a student can’t do something, e.g., “can’t spell well,” look more closely at what is going on, e.g., “represents all sounds in words (by for buy, transportashun for transportation), using a mix of conventional and phonetic spellings.” Remain an observer who seeks to understand, not a judge who aims to evaluate.

3. Use language that the students would likely own and accept. “Disruptive,” “off-task,” “lacks focus,” etc., are teacher terms that privilege our own perspective on what is important. What we are asking you to do here is really think carefully about students’ understandings/perspectives about what is going on for them. If your first impulse is to describe what a student doesn’t do (“fails to do classwork”) look more closely at what is going on, e.g., “loves talking with Jo (usually about sports) – some of this talk happens during independent work time, when I often see him go to sharpen his pencil, then remain at Jo’s desk talking and sometimes laughing, until Ms. O asks him to return to his seat”.

4. Avoid hierarchical comparisons. Hierarchical comparisons situate some students as “better” and others as “less good” (e.g., “above/below average,” “smartest,” etc.). Even positive judgments (“well-behaved”) can be implicitly hierarchical with respect to how such labels make us think of students in a rank-order fashion, and they can contribute to fixed-mindset thinking in both teacher and students. Nonhierarchical, descriptive comparisons may, at times, be helpful in better understanding a student (e.g., “in contrast to nearly all the other students in the class, Miguel prefers to remain in the classroom during brunch to chat with me or the CT.”) Before you pose a comparison, think carefully about whether it is primarily descriptive or primarily hierarchical. If it is hierarchical (e.g., “J has the lowest level of English in the class”), re-examine what you know (e.g., “J smiles and nods when I speak with him in English. I am not always sure what he understands, but it seems that he may be really interested in pursuing strategies for making sense of the English used by his teachers. For example, one time I saw him turn and talk to S in a whisper in Spanish right after that – she then translated what I had said into English, making me think perhaps he had asked her to explain what I’d said.”)

5. Hearsay and test results, if included at all, should form only a small part of your description of students/events. If you do feel that it is important to note test results, information about the student you have heard but not directly observed, or other people’s perspectives on the student, also be sure to identify the source.

6. Avoid repeating the same information across assignments. Each assignment builds on previous ones; we want you to be making new discoveries and describing these. No cutting and pasting! Of course, you might well decide to revisit a decision you previously described in another assignment in order to think more about it, but your analysis should reveal how you have thought about what you have observed and learned in the interim.

7. Send all documents to instructors as Microsoft Word documents (so we can embed responses).
Assignment 1: My group, my language, my role (4-5 pages, single-spaced)

Note that, for your first discussion, we will be providing the second half of the discussion sketch for you, the part of the sketch that considers the affordances of the text, identifies possible stop points, and generates carefully worded questions one might ask. We are doing this so that you are freed up to intensively focus, for this sketch, on thinking closely about your group and your role.

I. Your classroom context: This brief section (1-2 paragraphs) provides an overview of your teaching placement (including info such as grade level and demographic info), and allows you think about how the classroom context sheds light on your discussion group.

II. Who is my group? Explore the following questions:
- What discoveries have you made about the students in your group as you observed them during the first discussion?
- Who are they as people and as readers?
- What do you know about how they relate to each other, to you, to texts?
- What current patterns do you notice in your forms of interacting and speaking with each student?
- How might this information help you think about what want to attend to and/or understand better as you facilitate your next small group discussion?

With these questions in mind, describe each individual in your group. Aim for 2-3 meaty paragraphs per student. (Note: Most groups will be comprised of no more than 4-5 students. If your group has more than that, you may choose to describe just 5 of them in writing.)

III. Your role and your language, given discoveries you have made about your group and their textual sensemaking. Explore the following question: When did you find yourself best understanding student perspectives on the text, and when could you have perhaps done more to allow student ideas to be illuminated? You might consider describing one or two key exchanges. Draw upon discourse terminology we have discussed in the course, paying special attention to whether and when you used uptake, and what form(s) it took. What nuanced pacing or wording changes might be important? Please make sure you are specific. Not just: “I plan to use more uptake.” With what kinds of specific phrasing? Give examples – why might you anticipate that these phrasings could be particularly fruitful? Also think about: When? With whom? Think about how different students might respond differently to the same kind of statement or question from you.
**Evaluation of Assignment 1**

Evaluation will be based on the following mastery scale, tied to the rubric on the next page:

*Mastery.* Mastery does not mean that you are finished learning or thinking about these concepts; it is our hope that all of us (including the instructors!) will continue to probe and deepen our relationship with these ideas across time. But *mastery* does mean that you are doing writing that is beginning to incorporate course concepts in important ways. Papers must get a score of 70 (out of 80) on the rubric below in order to be designated as beginning mastery papers. All beginning mastery papers will earn the equivalent of an A (95%), regardless of where they fall on the rubric.

*Nonmastery* indicates that there are significant areas where you still need to develop. It is not a sign of failure – it just indicates that we need to work together so that you can continue to develop clarity and facility in those areas. If your paper receives a non-mastery designation (69 or lower on the rubric), you are asked to redo part or all of the assignment so you are able to achieve beginning mastery. Upon achieving mastery, your paper’s designation will be updated to reflect a beginning mastery level (and grade).

*Advanced mastery* indicates that your work shows both extraordinary effort and a level of integration and application of ideas that is uncommon for students at this point in their STEP trajectories. Papers must receive a 79 or 80 on the rubric. Advanced mastery papers will earn a 100%. Such papers are very rare, particularly for STEPpies early in their program.

**Important:** We have chosen this method of evaluation because we hope it will help you to be concept-driven rather than point-driven in your work in this class. Thus, although the rubric will be completed for this paper, you will *not* see your rubric score. Because we want you to focus on feedback, not a score, we will be providing detailed comments that relate our comments and questions about your reflection. If you have questions about the comments or how they relate to the mastery designation of your paper, we encourage you to follow up with us.
### Rubric for Assignment 1

<table>
<thead>
<tr>
<th>To what extent do you…</th>
<th>Points (80 total)</th>
</tr>
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<tbody>
<tr>
<td>1. ... utilize a descriptive tone, take a transformative perspective, and avoid evaluative language? (10 points)</td>
<td></td>
</tr>
<tr>
<td>2. ... offer rich, incisive descriptions of your students that rely on language your students would likely be able to own and accept? (10 points)</td>
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<tr>
<td>3. attend to variation within your group, and make decisions about how you will use language in ways that are responsive to that variation. (10 points)</td>
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<tr>
<td>4. ... examine your role and your language in ways that are contingent on discoveries you have made about your group and their textual sensemaking, and related to course concepts? (10 points)</td>
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<tr>
<td>5. ... ground observations/hypotheses in specific, compelling evidence? (10 points)</td>
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<tr>
<td>6. ... draw on discourse terms introduced in the course, including uptake, and use them accurately? It should be clear when you use a term what you mean by it, so make sure you explain and/or use examples to clarify your use of terminology. (10 points)</td>
<td></td>
</tr>
<tr>
<td>7. ... keep your language tentative as you describe your hypotheses? (10 points)</td>
<td></td>
</tr>
<tr>
<td>8. ... address all aspects of the assignment? Is it complete, well edited, and well organized? (10 points)</td>
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<tr>
<td><strong>Total</strong></td>
<td>1370</td>
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</table>
Assignment 2: Transcript, Coding, and Video Assignment

You will videotape both your discussions and choose one of them to focus on for this assignment. The video you record is the foundation for this assignment, but will also be important for the next assignment. (If at all possible, please audio-record your discussion as well, to have a back-up in case the audio on the videotape is poor.)

You are asked to complete these activities:

A. Transcript. Pick a section of dialogue about the text that intrigues or puzzles you. You should transcribe 120 transcript lines from the video – or more if the clip you select includes a fair amount of reading aloud. Transcript lines should be numbered (Word does this for you if you go to the Format menu, select Document, then click on page numbers and proceed from there.) Note that transcribing takes a good bit of time; make sure you budget your time accordingly. You will not be evaluated on how “good” the discussion in the video clip is; it is important that you select a piece that you wonder about, rather than selecting the “best” part of the discussion necessarily.

B. Coding. Make a PDF of the uncoded transcript. Then go back to the transcript and code it, using the terminology from the “Important Discourse Terms” handout (see summary of codes on p. 1). Put codes at the start of each turn at talk to which they apply, in red font. Email this coded copy (in Microsoft word) and the uncoded PDF of this transcript to your instructors by the designated deadline, along with a completed “Video Discussion Preparation Sheet” (see next page).

C. Video. Make one copy of the video clip of the transcribed section for your instructor and keep one copy for yourself to review privately and share with your video discussion group. Use one of the following digital formats: m4v, mov, OR wmv. You should plan to show a clip no longer than 5 minutes, even if the transcribed portion is longer. Turn in the copy for your instructor on a DVD or CD clearly labeled with your name, section instructor name and the words “Literacies 2013.” Unfortunately, due to privacy concerns, we are unable to access video posted on the web; we can accept memory sticks if you will not need these returned to you until the start of fall quarter.

D. Hard copies for your video discussion group. Make enough hard copies of your uncoded transcript and of your video discussion preparation sheet for everyone in your group to have one, and one extra instructor copy. Also have at least 1 copy of the text you used available to your group on the day of your discussion.

Evaluation for assignment 2: Grading will be based on the accuracy of your coding and the full completion of all parts of the assignment (including having all requested materials ready and available during your video observation). Keep copies of all materials for yourself, as you may want to refer to them as you complete your final reflection.
Your name: _____________________

**Video Discussion Preparation Sheet**

Draw a map to explain where participants are sitting. Use initials to refer to students.

Which student would you like your group to watch as the focal student during this video clip?

__________________________

Briefly describe any background information on the activity that other members of your video discussion group would need to know in order to understand what is happening in the clip. Do not talk about the clip itself.
Assignment 3: Final Reflection (8-10 pages, single-spaced)

To help you complete this reflection, watch and take notes on the video from your discussions, and have another close look at your transcript. For parts I and II, make sure you draw on evidence from all your discussions to describe your focal student, including direct transcript evidence in parts I and II. Include the full quotation for each transcript excerpt cited and also provide a line number if it stems from the transcript you turned in. You are invited to draw upon insights about your focal students that came up during your video discussion, though this is not obligatory.

I. Teacher language. What observations have you made about patterns in the ways you use language? What changes in ways of using language, if any, did you explore in this course, and how did those affect the conversation? Be specific, and use specific examples and course concepts to ground your explanations. How are you thinking about teacher language now? You are also encouraged (but not required) to draw from each other’s transcripts.

II. Student sensemaking. Pick one student from the group. Consider how the student is making sense of the text and of the social context, as follows:

II-A. How is the focal student making sense of the social context? Although you may choose to address these separately or in an integrated fashion, make sure you address all of the following questions, and offer evidence to support your hypotheses:

1. Describe in detail how the student appears to engage with peers in the group, and with you (and vice versa). Focus on both verbal and non-verbal patterns of participation. Note variation as well. (For example: If the student engages differently with some individuals within the group than with others, discuss this. If how the student engages appeared different at different times or in different discussions, discuss this. And so on.)

2. Within the context of the small-group discussion, what appears to be important to the student? How does the student appear to see her/himself and what is going on?

3. Does the context of the discussion, and the way you talk/participate in the discussion, reinforce/challenge/extend the student’s sense of her/himself and/or what is important to her/him? How? With this student in mind, what changes, if any, would you want to make in your own participation patterns, were you to continue having discussions with this group? Why? Keep in mind that it may well be the contributions of other students, not yours, that are most pivotal for how this student engages in the conversation, so changes in your discussion facilitation may have to do with how you engage with other students as well as with the focal student.

This is an ambitious set of questions. To answer them well, you need to base your hypotheses on things you see students do. You may find yourself unable to answer many of these, or you may find yourself with additional questions that aren’t listed here, but that’s part of the point. There’s a lot we don’t know about students, and always more to find out.
This section (and the section below) will likely include as much about what you want to understand as what you currently understand about this student: include your questions.

II-B. How is the focal student making sense of the text?

As with the students’ sensemaking about the social context, there are many dimensions that are possible to explore when considering students’ sensemaking about the text. Remember that you are not only answering the question: what does the text mean to the student? That will be a piece of what you consider, and can be especially illuminating if you think about it like this: How does the students’ understanding of the text help you see the text in new ways?

But you should also think about what goes into the intellectual work the student does as s/he is making sense of the text, what s/he attends to and draws upon as she is doing that work. You will, no doubt, find overlap when you describe how students engage with the social context and how they engage with the text, since students are engaging socially and textually simultaneously. (You should simply pick different aspects to focus on in parts A and B.)

Although you may choose to address these separately or in an integrated fashion, make sure you address all of the following, and offer evidence to support your hypotheses:

1. Consider what the student, at various points, appears to believe that the text is saying. (You can choose to focus on the text as a whole or on particular passages.)
2. What seems to have brought the student to this particular understanding? Consider both what aspects of the text are salient to the student and what aspects of what is said about the text during the discussion appear important in shaping that understanding.
3. What characterizes the student’s affect toward the text and toward discussing the text?
4. When the student discusses the text, what does that look like? What characterizes the nature of the student’s verbal contributions? Consider, for example, if, when, and most importantly how the student draws on personal experience, poses questions, revises thinking while speaking, cites from the text, favors particular forms of evidence, utilizes illustrations, etc. (You need not address all of these, and you should feel free to choose other aspects of how the student discusses text, but be sure to explore several aspects in depth.)
5. How does the context of the discussion, and the way others talk/participate in the discussion, build upon the student’s textual sensemaking and also invite the student to explore additional possibilities for how s/he makes sense of text?
6. How can your discussion facilitation further build upon this particular student’s textual sensemaking, and also offer further opportunities to explore additional possibilities for making sense of text? Keep in mind that it may be the contributions of other students, not your, that are most pivotal, so changes in your discussion facilitation may have to do with how you engage with other students as well as with the focal student.

III. Critique, explore, and grapple with aspects of sensemaking and related pedagogy that the course readings brought up for you. Pick one or two dimensions of sensemaking and related pedagogy that emerged for you as important and/or challenging, and explore these
more deeply. For example, you might consider some questions about sensemaking that have come up for you, and how different readings speak to those questions. Or you might examine a way in which different readings present different ideas about how to think and/or teach, and have the different readings “argue with” each other. Or you might take an idea from one reading and examine other readings using the lens of that idea. These are examples only; you should pick something that matters to you and explore it from an angle that suits you. (You are welcome to bring in other readings as well if these are important in explaining your position. Please provide full citations for any readings not from this course.)

While how you choose to structure your critique is up to you, your analysis should reflect a nuanced reading that attends to differences in emphasis and perspective across various readings; you should consider various positions of the readings from this course and situate yourself within/around/against these. While you are welcome to reflect further on topics we have discussed in class, you are expected to do considerably more than repeat conversations and points made in class. Make sure that you take a position rather than simply summarize, that you draw from multiple course readings (including all readings that have special bearing on the subject of your critique), and that you cite textual evidence that supports your argument. There should be evidence that you have grappled with the readings and with the concept of sensemaking.

IV. Insights, Questions, Future Plans.

What are your insights, questions, and future plans related to making space for student sense-making to be central in your own classroom? You have spent the past several weeks pushing yourselves in territory that may have felt quite new and different. Consider any of the following (you do not necessarily need to address them all):

- Describe insights about your own beliefs about teaching that you gained through your work with your small group (and/or other aspects of this course).
- What questions remain in your mind about discussion that puts student sense-making at the center? About what do you need to do more thinking/learning/exploring?
- What hesitations do you have, and what caveats might you offer to someone interested in facilitating these kinds of conversations?
- In light of course concepts you have explored, where do you see yourself going next, as a teacher of reading comprehension in your content area – how do you see yourself working with students in the future, and what do you feel you want to investigate next?
**Evaluation rubric for Final Reflection**

*For this final assignment, you will receive a copy of the completed rubric, and your grade will correspond to the number of points you receive.*

<table>
<thead>
<tr>
<th>To what extent do you…</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> ... document and reflect on patterns in teacher language in ways that are grounded in a nuanced application of course concepts? (10 points)</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> ... describe in compelling detail how you believe a focal student may be making sense of the context? (10 points)</td>
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<tr>
<td><strong>3.</strong> ... describe in compelling detail how you believe a focal student may be making sense of the text? (10 points)</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> ... critique/examine aspects of sensemaking and related pedagogy in ways that unpack ideas and go beyond what we have discussed in class? (10)</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> ... discuss insights, questions, and future plans that indicate that you have grappled with course concepts? (10 points)</td>
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<tr>
<td><strong>6.</strong> ... support the observations you are making with specific, compelling evidence, including thoughtfully chosen transcript excerpts? (10 points)</td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong> ... draw on, build on, and/or respond to course readings in ways that indicate a close reading? (20 points)</td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong> ... utilize a descriptive tone, take a transformative perspective, keep hypotheses tentative and avoid evaluative language? (10 points)</td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong> ... address all aspects of the assignment? Is it complete, well edited, and well organized? (10 points)</td>
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</tbody>
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**Total**
I’m a History/Math/Science/English/World Languages teacher…
…So what’s this about a course on literacy in the STEP Sequence?
What’s that all about?

Introducing:
The Centrality of Literacies in Teaching and Learning
(July 15th-August 1st)

Instructors
Maren Aukerman (aukerman@stanford.edu)
Liam Aiello (liamaielo@stanford.edu)
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Regardless of your content area, the reading of text is likely to play an important role in
how your students learn. From historical documents to word problems to science
textbooks to poems and beyond, text is a major part of what it means to learn and teach
content. Our course, The Centrality of Literacies in Teaching and Learning, is a way to
help STEPPies explore what it means to recognize and engage students as sense-
makers. It will address the following:

What is reading comprehension? At its core, reading comprehension is about making
sense of text. It is possible to make sense of texts in many different ways, and
adolescents often make sense of texts differently than their teachers and peers do. A
premise of this course is that the teaching of reading should be focused most of all on
students’ textual sensemaking rather than primarily on getting students to produce
“right” answers about what texts mean.

How does learning content fit with textual sensemaking? Texts are one key way in
which content-related issues/problems can be closely examined; they can play a pivotal
role in how students develop transformed conceptual understandings and new content
knowledge; they can foster deep interest in, even love for, that content. But not all
students receive instruction that maximizes this potential. In the past, content area text
instruction often provided virtually no support for students as they read; this missile-
launch method of lobbing a text at kids and expecting them to figure it out without any
chance to talk about it puts many less-prepared students in a position where they fail at
the reading, and therefore miss out on content-related conversations/knowledge that text
would have afforded them. But other forms of instruction have led to the opposite
problem: they over-scaffold. Such instruction relies on teacher explanation, “leading”
questions and other intensive teacher guidance to try to make sure students are all getting
the “right” meaning. However well-intentioned the instruction, students in such
classrooms often become passive, for they have limited opportunity to do intensive
textual thinking themselves (Nystrand, 1991). Thus, students may come to rely heavily
on the teacher’s explanation/guidance to access content from text. In the short run, they
may access more content than students who receive no guidance at all, although even this
outcome is not at all certain: students may not grasp key content particularly well if they haven’t had the opportunity to think it through deeply for themselves. Regardless, in the long run they get little practice in disambiguating meaning or in working through textual challenges themselves. A premise of this course is that, in order for students to maximally develop their capacity for learning and deeply engaging with content, instruction must provide meaningful, sustained opportunities for students’ textual sensemaking to really matter during classroom dialogue; students must actively investigate, probe, and untangle content-related textual meaning in conversation with each other.

Who is a sense-maker? All of us! Children arrive at school already sense-makers—intelligent and thoughtful people who make decisions about what social interactions, texts, and their observations about the world might mean. Students learn about the world through opportunities to make sense of things and through opportunities to learn how others are making sense of those things. But, while sensemaking is something all of our students do constantly, every student’s sensemaking is unique. Sometimes students’ sensemaking is hard to understand, but working toward such understanding is central to teaching, both interpersonally and pedagogically. A premise of this course is that teachers should trust, value, and seek to understand both the social and the textual sensemaking of each student they teach.

How can teachers deepen the ways in which they trust, value, and seek to understand students’ sensemaking? Close, non-evaluative observation and high-quality dialogue are both crucial. Observation enables us to notice what students are doing and understanding rather than focusing heavily on what they are not doing or understanding, given the goals we have for students. Orchestrating high-quality dialogue in the classroom enables us to a.) hear the emerging ideas students offer at the conversational table; b.) engage with those ideas in a serious way; and c.) communicate curiosity and respect for those ideas. A premise of this course is that close observation and high-quality dialogue take practice; a small-group text discussion is an ideal place for such practice, but what STEPPpies learn about observing and dialoguing will be useful well beyond this instructional format.

How do adolescents extend and transform their textual sensemaking? The beauty of different students bringing different textual ideas into play during discussion is that students are hearing and evaluating multiple ways of reading the text and of drawing upon textual evidence. Powerful pedagogical dialogue goes beyond making space for multiple voices to be heard; it also creates the opportunity, and even the need, for students to wrestle deeply with their own and each other’s ideas about what a text might mean. A premise of this course is that students’ varying, often conflicting ideas about the world and about textual meaning should drive the conversation during text discussions.

How can a teacher orchestrate instruction so that wrestling with peers’ ideas about text becomes a practice that is meaningful and sensible to students? If the teacher focuses classroom dialogue simply on getting students to share the teacher’s own understandings of a text, it may well pre-empt the need for students to listen deeply to
each other and evaluate the ideas and evidence others present. If student ideas are to take center stage, the teacher may need to bite her/his tongue at times, particularly when ideas come up that don’t reflect her/his understanding of the text. But the teacher absolutely plays an ongoing active role in the conversation! For example, the teacher may help surface student ideas and invite other students to share in her/his curiosity about the textual thinking students share. When discussion doesn’t seem to be “working,” or when the teacher wants discussion to evolve to become more powerful, it is the teacher’s responsibility to examine how she can change her language and instructional choices to make space for that. *A premise of this course is that teacher language and decision-making play a pivotal role in allowing students to wrestle fruitfully with one another’s textual sensemaking: by learning to identify particular kinds of talk moves, consider their effects, and subsequently adjust your own participation in nuanced ways, you can be agentive in orchestrating these kinds of discussions.*

**Sounds great if kids are on the right track as far as what the text means, but what if they aren’t?** Ah, there’s the rub, and a place where we expect this class to be a challenge and an exercise in learning to trust students. It’s much easier to trust, value, and seek to understand the textual ideas that align with our own, but it’s arguably even more important to trust, value, and seek to understand textual ideas that don’t. There is evidence that students who have the opportunity to wrestle with each other’s thinking are actually at an advantage when it comes to lasting understandings (Nystrand, 1997), suggesting that focusing on whether a student got this one part of the text “right” may short-circuit opportunities for deeper comprehension in the long run. But beyond that, *a premise of this course is that students who engage in discussion centered on student textual ideas are learning more than just what a text means, or the content information a text communicates: they are learning what it can mean to communicate ideas, marshal evidence and engage with each other’s ideas; they are developing ideas about what reading is, what it is good for, and who they are as readers; they are developing intellectually curious and critical dispositions toward content, learning, dialogue, and their own textual ideas; and, finally, they are learning to see each other as particular kinds of intellectual partners and resources. Teaching content area reading is about all of these things.*
Logistical details for Literacies fieldwork

1. As part of their fieldwork requirement for Literacies, each STEPpie will facilitate and videotape 2 text discussions, one on Thursday, July 18th, and the other on Wednesday, July 24th. Each session should be an hour in length. STEPpies are encouraged but not required to facilitate a third discussion after July 24th; we realize this may not be possible in all classrooms as you wrap up summer school.

2. In short form, here is the purpose of these discussions:
   a. In facilitating these discussions (and later discussing video/transcript of these discussions), STEPpies will learn to better invite, elicit and respond to differing student ideas about text; to make student ideas central to what gets discussed during talk about text; and to engage students with each others’ textual thinking.
   b. Participating students will share their evolving understandings about a text, critically evaluate the textual ideas raised by peers, use textual evidence to support their textual thinking, and rely on themselves and each other rather than the teacher to work toward disambiguating places where the text is interpreted in multiple different ways.

3. STEPpies, in consultation with their CT’s, need to finalize who will be in their small groups no later than Wednesday, July 17th. You can group students in any way that makes sense for your setting, but each STEPpie should plan to work with the same group for both sessions. Heterogeneous groupings are often fruitful, though this is not a requirement. Because both sessions will be videotaped, summer school students must have videotape permission in order to be in a STEPpie’s group. (Do whatever you can to get those permissions in!) Although many STEPpies arrange groups so students are in a discussion group during first block or second block (but not both), it is also okay for students to be in more than one group if that makes the most sense. Optimally, each group will have 4 students, though there is some flexibility in this if need be. (Note that groups of less than 3 and more than 6 have sometimes been less successful in the past.)

4. For each discussion, STEPpies will have texts in their content area provided for them by the Literacies team. (CT’s are welcome to use the texts provided, or to facilitate another unrelated activity with students who are not in the STEPpies’ small groups.) The Literacies team has deliberately chosen texts likely to be interpreted in multiple different ways by students in this age group. That’s part of the point. Discussions are not aimed at having the students reach any particular pre-determined answer or conclusion, learn a pre-determined new concept, or practice pre-determined strategies. Instead, students read and discuss a rich text related to their subject area and discuss with one another what that text might mean; multiple, divergent understandings of the text are encouraged.

5. The Literacies team will be providing a plan (called a “discussion sketch”) to help guide the first discussion. STEPpies will generate the plans collaboratively for their second text discussion; there will be time, further instruction, and support during Literacies sessions for this planning process. Because the Literacies planning/teaching process is related to a particular kind of discussion, may look different from what is customary in your summer school classroom, and is part of what STEPpies are learning and being evaluated on, it is important that STEPpies undertake the planning for these particular discussions with the primary guidance coming from the Literacies team rather than the CT’s.
SAMPLE DISCUSSION SKETCH 1

I. Your classroom context:

I will lead discussion in my second-grade classroom at a charter school. There are 24 students in the class: 13 girls and 11 boys. 21 of the students speak another language at home (20 Spanish and 1 Tongan), although 14 of those students have been reclassified as Fluent English Proficient (RFEP) on the CELDT. My school loops 2nd and 3rd grade, so my students have been with my Cooperating Teacher for nearly two years at this point. One student has an IEP for speech and language processing, and he receives extra reading help twice per week with a specialist.

In general, our reading structure has remained the same from week to week; students use Open Court Reading short stories to work on skills like inferring, summarizing, and identifying cause and effect for 30 minutes per day. On average, I teach these lessons about twice per week (though some weeks I have taught reading every day). Most of this instruction occurs on the carpet, with students in rows. My CT and I frequently ask students to “turn and talk,” so they are able to practice speaking in pairs before sharing out with the whole class. I used this strategy in Language Arts lessons and in math lessons. But, overall, most of the “talk” that takes place in our classroom is teacher directed. During lessons, teachers do much of the talking, and there is talk between the teacher and one student. I do not have any examples in my mind of authentic, academic talk that was led by students.

II. Who is my group?

I am glad “L” is in my group because I am eager to know more about her, personally and academically. L is a native Spanish speaker, but she has been reclassified as Fluent English Proficient (RFEP) on the CELDT. L raises her hand very infrequently in class discussions, although she appears to be listening at all times and does well on tests in all subjects. When she does participate, she almost always has the answer the teacher was looking for, but usually speaks so quietly that I have had to ask her to repeat herself once or twice. L is friends with other girls in the class, but I have noticed her being less talkative than most of her peers on the playground as well. In a recent parent-teacher conference, her mother mentioned that, “L has been really different since everything that happened with her father.” I learned that her father passed away shortly over a year ago while in the desert between Mexico and the United States.

My sense is that L wants to project an identity that includes being smart, attentive, and prepared. For example, one day, L did not have her “decodable”—a short text used in choral read-alouds—so she used a decodable book from the previous week and pretended to read along with the class. At one point, when my CT started asking students to read aloud individually, L asked to be dismissed to the bathroom and she remained there until the end of the activity. Eventually, my CT noticed that L had the other book, and she took her aside and told L that she would rather her be honest about not having the book than lie and pretend to use it.
L’s choice to pretend to be prepared and run the risk of being in greater trouble, rather than state upfront her mistake, suggests to me that she may want to project an identity, for the class and the teachers, that she is well-prepared (which she usually is!). It may also reflect a fear of what the consequence would be for not being prepared (my classroom and school have very strict behavior expectations). I am not entirely sure what motivated L in this particular instance, but I would guess that the desire to be seen as a prepared and attentive student probably contributed to her actions. Having talked to her individually about books she has read and read her reading response letters, which often include many details and analysis of the text, I think she may have an interest in books and will enjoy the discussions as long as she doesn’t feel pressured to participate beyond her comfort. I am hopeful that by including L in this small group, she will become comfortable participating vocally more often and be confident that she has ideas that matter in the classroom.

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Aside from observing W engage with other students during group work, I have not seen this student interact with other students in a small group reading setting facilitated by a teacher. However, in terms of what I have seen in the ways in which he engages in texts independently, when asked to write 5 facts, questions, or ‘noticings’ about books he reads (an activity students do on a weekly basis), he often finishes quickly and writes down short sentences. I found that even when I encouraged him to go back and re-read his text each day before beginning various ‘character analysis’ activities, he still went straight to the worksheets. Also, when I watched him take a practice multiple-choice comprehension test, I noticed he would sometimes begin answering the reading comprehension questions and filling in the bubbles before reading the text. I wonder what purpose he sees in doing these kinds of reading activities: maybe he feels more obligated than motivated to do what he is being asked to do? Does he simply feel the need to finish? In terms of other subject areas, this student has told me he loves art, and he takes a lot of time with his drawings. In his drawings during class I’ve seen he can draw accurate, almost photograph-like representations of other students’ faces.

During a recent discussion about character analysis, W raised his hand and spoke up several times, albeit softly. Some of the evidence from his text W used to support his thoughts about his main character was not mentioned in the text (as far as I could tell), but was instead based on his own opinions of the main character. About half of his written responses regarding his main character used supporting evidence from the text to support his thoughts, while the other half were his own opinions, which he backed up with information from his life experiences with “guys like that”.

In our small-group discussions, I hope to engage him in text in a new way, and help him see reading as something more purposeful, something that isn’t just about getting a worksheet filled out. Due to this student’s comfort level in English (he sometimes hesitates and takes awhile after being called on to formulate his thoughts), I will make sure not to force him to speak, but also make sure to be attentive to his body language and actions during our discussion.
P does not volunteer to talk very much during class, and I don’t see him talking much to peers either. During the day, students are often given worksheets or tasks to do at their desks and I have observed other students talk about the problems and explain directions to each other. In P’s case, he sits next to a girl whom the teacher considers to be academically advanced. P and this girl, although they sit next to each other, do not interact academically very much. For example, on a workbook page related to the reading, I sometimes check in with P and notice that he has one blank space filled out, while the girl has completed her entire worksheet. I think my CT’s intention of having them sit next to each other is that P would receive some peer support. However, this has never explicitly been stated to either student, and it is not happening much in my observations.

In March, I created a service-learning project for our students: working in pairs, they made fleece quilts for the babies born in the NICU at the Children’s Hospital. As part of this project, students also wrote “welcome to the world” letters to the babies. The letters were adorable! P worked with another boy in our class named D. The fleece quilt they worked on was a dinosaur pattern in white and blue. For the letter writing, I observed P and D sitting and chatting at their desks, with a blank piece of letter paper in front of them. They did not appear to be writing a letter or talking about writing; I am not sure what they were doing. I came over to them, told them to start their letter, and when they said they didn’t know what I write I suggested they write about dinosaurs because that was the print on their fabric. When it came to P’s turn to write a sentence (the students were instructed to take turns writing sentences in the letter) P was silent and did not write anything. Finally, he said, “The dinosaur on the quilt is a brachiosaurus.” I was shocked! I admit, I was not aware that he had this kind of knowledge about dinosaurs. P asked me how to spell brachiosaurus, and I had no idea. I didn’t even know the dinosaur was a brachiosaurus. I got a dinosaur book off the shelf and gave it to the boys to find the dino and the correct spelling. The students concluded their letter with, “It’s the largest dinosaur in the hole wide world. Sleep tight!” Given his interest in dinosaurs, I suspect that P will enjoy reading “Time Flies.” I need to find ways to build on what he likely knows about this subject.

J is an African American male student who raises his hand frequently in class discussions and usually answers questions correctly. I am sometimes surprised at the vocabulary that pops out of his mouth (words like “fossilize” and “reluctant”). When peers or teachers challenge his oral responses in classroom discussions, J usually stands his ground and appears to be confident in his understandings. Though a prompt and frequent oral participant, J often needs extra time on written work, either because he spends time talking to other students while working or because he isn’t able to get started right away, for reasons that I am not entirely sure of.
My classroom uses a color card system for behavior management, and J is one of the students whose card is most often changed for talking in class or for verbal confrontations on the playground. Upon card changes, J sometimes says things like, “I hate this school. Nobody cares about me here.” In reading, J seldom completes the 3 required weekly Accelerated Reader quizzes (twice since January, that I can remember), perhaps because he is not reading at home, or perhaps because he is not motivated by the same extrinsic rewards and punishments that other students are as a result of the quizzes. He frequently misses recess and specials because he has not completed quizzes. J has told me that he likes reading “Diary of a Wimpy Kid” books and doesn’t like most others.

I’d like to see this small group be a place where J can flex his intellectual muscle, argue a little, and not get in trouble for being opinionated. I will need to balance this with the need to make sure that some of the other students, who may not be quite as confident in their speaking, have space to speak and do not feel like J automatically is right just because he may speak with a sense of confidence.

I-III. Your role and your language, given what you know about yourself and your group.

In my first discussion I will try to take note of how students are participating both verbally and nonverbally. Since my students have varying levels of English proficiency, different reading levels, and no prior experience working together in this kind of small group, I will try to provide a safe environment in which all students feel comfortable speaking. I think this will be important since most of the students I selected are not usually the first ones to share their opinions during class discussions. I will try to take note of not only what students say, but also how they react to one another and when they speak up (if it’s after I pose a question or make a comment, if they are the first to share, and if they are responding to one another’s points or looking to me for guidance).

I will need to be aware of my own bias of wanting everyone to participate equally. And, keeping this in mind, I want to be conscious of the line between inviting participation and insisting on participation and be sure not to pressure my students to speak if they feel uncomfortable. I am most worried that L will let her peers speak over her and I need to think about how I will handle this situation if it occurs. Having been a shy student myself and being frustrated when teachers would think I wasn’t paying attention because I didn’t speak up, I do not want L to think that she must participate to win my approval. However, when I see signs that she has something to say, I will try to moderate the discussion if other students are talking to help her enter the discussion. I might simply say, “L, you look like you have something to say”, or give everyone 10 seconds to think before asking for volunteers to speak next. This will pause the conversation and open it up for L and others to come in, but not put pressure directly on L.

Though inadvertent, I am sure that I do sometimes privilege certain students for various reasons; I think I may tend to be too enthusiastic about L’s comments both because I usually see them as on target and because I want to pump her up (even though it doesn’t seem to work that way). In this discussion, I will try my best to avoid evaluative statements and I will try to speak less often than I sometimes do.
Since W and L sometimes speak with a soft voice, I may also rephrase their thoughts so others can hear, but if I do this I will try to make sure to do it in a way that encourages others to listen, but doesn’t make them rely on me to share their thoughts. I also need to be careful not to reformulate their ideas inadvertently when I repeat them to the group.

In terms of my own language, I have noticed it comes more naturally to me to ask display questions rather than authentic questions. I will need to keep this tendency in mind and make a conscious effort to ask authentic questions in facilitating my discussions. Through these questions I hope my students will realize my genuine interest in hearing their thoughts and decrease their anxiety about needing to have the one right answer. Also, since I have observed that P often responds with short answers or single sentences, I will make sure to use uptake to encourage him to expand on his thoughts. For example, I may say: “What does that make you think?”; “Tell me more about that”, or “Is there something in the picture that gave you that idea?”

I think uptake may work well with him and with W, so long as they don’t perceive it as a challenge or a criticism I realize that questions that I have asked in the past and thought were forms of Uptake, but may not be as well phrased as they could be. For example, instead of saying, “Why do you think that?”, which can come off as a challenge or a criticism, I will try to say, “Is there something in the story/picture that gave you that idea?” This question gets at the same thing; it asks students for evidence from the story, but is more specific and less of an attack. (J, who thrives on challenge, may be a student to whom I still direct comments such as, “Tell us why you think that.” But I need to watch how the other 3 respond to my posing of such questions – they may feel like those kinds of challenges will be directed at them later, even if I don’t do that.) I feel less sure that uptake will draw L out: I think it is worth trying, but I don’t want her to feel on the spot. It may be that I pose the uptake of her comments in a general enough way that other students can offer uptake if L seems reluctant to do so.

Finally, when leading group discussion (and in lessons in general) I sometimes rephrase students’ thoughts when it may not be necessary, so I will make a conscious effort to perhaps give shorter reactions/comments such as “interesting” or “hmmm”, to allow my students to speak more and not rely on my comments or question prompts to participate. I will try to fight back my tendency to ask another question or make another comment if students are not speaking, and allow for wait time so students can process their thoughts.
Goals, ideally:

1. You will leave this class having problematized four dominant constructs in American education: ability, race, and social class, and intelligence. [Problematizing is a big word for putting things in their historical and cultural contexts in ways tied to the hope of making them work better for us.]

2. You will leave this class struggling to analyze the influence of these constructs on your activities as teachers not just in classrooms, but in faculty meetings, policy discussions, and teacher gossip rounds. Inequality is as much a conversational as a political and economic problem.

3. You will leave this class looking for ways to continue the discussion across all your classes in STEP and with the many others that make up your personal life. If you find yourself rarely talking about race, class, and ability hierarchies as social problems, you are likely a problem in your own right. This would not be true in a more egalitarian society, but this is the way reality—the one in our classrooms—comes at us.

A Take on the Course

Words like equity and democracy evoke our most fervent hopes for education, prompting us to imagine how schools might just be—and be just—in the best of worlds. Before we follow through on our equity and democracy impulses, with the luxury of a year in STEP, we get to tune our ideas about practices and responsibilities to the real-life complexities of teaching and learning. With equity and democracy in mind, the goal of this course is to encourage a growth in our understanding and appreciation of this complexity—and not simply the complexity of the classroom, but of the terrifically complex relationship between classroom life and the rest of the world.

We strive for responsible descriptions of what is really going on in real lives with real people in them. This means that we have to interrogate our conventional understandings, including the conventional concepts we use to think and talk about school. We proceed as if we should revise our personal dictionary of terms for kids, learning, community, intelligence, and so on, as part of our work for equity and democracy. Perhaps we need to figure out an altogether new vocabulary if we are to get our way.

Of course, we are neither the first nor the only people to take on such a project. In this course, we use the work that others have already done to help us think, talk, and act collectively in more responsible ways. Rather than direct our readings and discussion exclusively toward the search for immediate “best practices,”— always as unsatisfying as they are simplistic — we will work with each other to identify ideas that are useful and/or problematic in some long run: for next month, yes, but for ten years from now as well.

Overall, the course ought to be good, hard fun.
**A More Aggressive Take on the Course**

Put out a nice meal, and people will know what to do with it. Different people in different ways for different versions of a meal, of course, but the regularities are visible. It is always possible, with careful attention, to pick up and carry out how the members of some group expect people to proceed. It is a matter of manners.

The same for educational problems. Throw a topic on the table – say, tracking, level playing fields, bell curves, abilities and disabilities, race and social class, caring and fairness (these two pitted against reality) – and people will go at them with great regularity. Each problem will be taken seriously, opposing sides will get defined, policies and reforms urged, and moral fibers questioned and asserted. At the end of the day, the year, and even the generation, if all goes well, the changes will have been subtle (not trivial, but subtle), and the overall production and distribution of cultural and economic resources (whether for the dinner table or for schools) may look terribly like they always had. As teachers, our victories will be small, local, and, to that extent, heroically important.

Our course is designed to contribute to the subtle changes by interfering with our – yes, our – knee-jerk responses to the ways educational problems are usually defined. Our three main goals are perhaps in the opposite order than you might expect.

Our first goal is to transform the discussion of race, class, gender, sexual orientation, and surprise!, ability and cognitive capacity differences here, right here in CERAS. We have eight days. We cannot solve the problems of the world in eight days, or eight years. This is not an excuse to stop trying. We will try to do it all. We will not be deterred by those who would use our inability to supply a magic bullet to write off thinking hard about where we stand. Back off! The magic bullet thing ain't happening. But we can get the conversation started, and, if we are good, if we really struggle to say what is on our minds, or stuck in the back of our minds, we just might begin to develop an occasional new place to stand in relation to the educational fare usually thrown our way. As a people, it took us decades to figure out that Wonder Bread is awful; and so we might do the same for its educational equivalent, say: the SATs (cookie-cutter questions, with little sustenance or taste). If you leave this course and do not talk politics for the rest of the year, we will have failed terribly. If you leave the course with the knowledge that anything and every can and will be talked about politically, we will have succeeded.

Our second goal is directed to how you think about the problems that develop right in front of your face in your own classrooms filled with children, in your teacher-room discussion, in the ways you read policy reports directed to the public, and so on. What are you going to do with the first child you don't like, or want to give up on, or find one hundred reasons to forget? Or what will you do when you hear teachers bashing on children you love. You will not be alone in these problems. They happen everywhere called educative in American society. There is a way they are the problems of the children you are asked to save and nurture, a way they are your problem, and a way they belong to everyone. How are you going to worry about them? If you leave this course with a different way – any second way, please – of thinking and talking about and responding to our own engagement and investment in the production of the very troubles we are trying to solve, we will have made a contribution to subtle change.

The third effort for change, our third goal, is to worry about how these problems are discussed right here at home for the next ten months. Silence is not be an option.

**Assignments**

To ensure that you benefit as much as possible from the materials and activities of the course, there are a number of assignments that you are expected to complete to help as we make our way through the course. Come to class ready to talk, argue, and question. Please don't be easy with us. If you are going to make change in the world, you are going to have to be tough. Might as well get some practice shots.

**Readings** – Please complete the readings listed before each class. These will be integral to participation in activities and discussions each day.

**Small-group “Enactments”** - In every section, a small group will lead the section in a brief activity to reinforce the key ideas from the readings. These should not be simple summaries or retellings, but rather
skits, interactive activities, or other engaging forms lasting around 20 minutes that force us to engage the arguments within the texts. Don’t bore us. It is recommended that groups set to present meet with us the day before their enactment.

**In-class Writing** - There will be daily “quick-writes,” journal entries, exit slips and other such writing assignments during the section time.

**Final Group Project: Group Study (To be further explained on Day 5).** The final assignment will call upon you to reflect on your experience with thinking about the professional vision of teaching and the three levels of cultural analysis discussed throughout the course. With your help, we will give you three questions to work on together.

**Group Project Presentations** – During the last two days of section, groups will present their case study projects to the rest of the group.

**Adjustments**

We want to leave room for adjustments, particularly ones suggested by you. We can do this in class and/or in our informal coffee meetings that are a great place to say what has to be said.

**Schedule**

**Monday, 5 August:**
Read: 1. Goodwin (Coursework) 2. Giroux (Coursework)

The Goodwin paper is a strange entry for an education, but in some way central. This course is not about your opinions. We really do not care about your opinions. We care more about what you do, and Goodwin has mined a level of description that reveals the constraints people put on each other as members of professions. We can fill in the constraints put on new members of the teaching professions.

The concept of professional vision unites the various topics that are covered throughout this course. Professional vision "...consists of organized ways of seeing and understanding events that are answerable to the distinctive interests of a particular social group" (Goodwin, p. 606). In this course we focus on the professional vision of educators and how it can shape their interactions with students, families, colleagues, community members and other stakeholders in the educational system. It is our hope that through making the dominant professional vision of education explicit we can learn to out-think it.

**Tuesday, 6 August:**
Read: 1. Tyack (Coursework) 2. Ladson-Billings (Coursework) 3. Th. Jefferson (Coursework)

There sure is plenty of diversity in the world, and we sure find a surprising number of ways to cut it up conceptually and institutionally. In the US, we divide by race, gender, sexual orientation, class (always operative, but not always articulated), and often, without even noticing the problems we cause, cognitive power (or just speed); in each case, the popular effort is to describe, and blame, the differences on nature, taken one person at a time, right down to their genes. Other cultures do it differently enough to alert us to the arbitrariness of our own ways of proceeding: height, fertility, strength, memory demand, spiritual tendencies, and supposed beauty have all taken their place as a focus for socialization and sorting.
Our problem as teachers is to make visible to ourselves (and others when necessary and advisable) just how we do our dividing and with what consequences. Talking about the problems is never more than a first step, but nothing happens without it. David Tyack's excellent essay (and his subsequent book) show the many ways diversity has been handled in American history.

Wednesday, 7 August:
Read: McDermott *(Coursework and email)*

Can the concept of culture help us out? Whose culture? And whose concept? And what might culture have to do with learning, particularly with learning as it seems to happen – and not happen – in the head? Wait: Whose culture? And who says? Do the portraits cover EPA, or STEP at SUSE? Another place to find culture at work is in the decision to track/not track in the very classrooms you are going to this year and will be fully responsible for next year.

Thursday, 8 August:
Read: Henry *(Reader)*

How deep does the competitive urge go? How much tuition are you willing to pay to get an advantage? What are its downsides? For the kids? For you? Can we teach without it? Are there cultures that do without it? In schools? On what grounds? With what consequences? Is all competition dangerous?

Monday, 12 August:
Read: 1. Dewey *(School and Society, chapters 1-2; in the Reader)*  
2. Pollock *(Coursework)*  
3. Bucholtz *(Coursework)*  
Recommended: Dewey on the socio-economic context of education (on request)

Here it is. In the U.S., if you are not doing Dewey's version in education, Dewey is the thing you are not doing; nothing else quite counts like that, not Piaget, not Vygotsky, not Skinner. Only the educational testing services hold as much sway, with the difference that they are more powerful (because they come complete with a number loaded technology and a promise of selling careers at the top). With that influence come the strange circumstances of Dewey's influence: that few teachers have ever gotten the chance to carry Dewey's formulations to completion, and, despite all the talk, almost no one reads him, not even many of those who cite him in educational research. It is essential that you read him.

The second reading leaves Dewey’s problems of schooling in general to the more particular problems of talking about race in American schools. There is a tendency to understand racism as the property of a person. There is something to this, of course, but it can mislead. It allows the belief that if we changed the minds of racists that we would have no more racism -- as if our opinions were all that mattered. The readings for this class and the next class are different in that they see racism – and sexism, cognitivism, class bias: all that we would like to change, all that makes education difficult – not as individual traits, but as attitudes put on us by circumstances. Ask not, what are Latinos, or why do Hawaiians act the way they do, and, by the same phrasing, ask not why white people have racist attitudes about Latinos or Hawaiians. Ask instead about the circumstances people get put into by warring labels, constraints, and contradictions. Then we can ask about how to rearrange the circumstances better to usher a new generation of kids into a life of inquiry. This might also help to serve better a democracy that has promised itself equal rights and opportunities for all.

Tuesday, 13 August:
Read: Toni Morrison, *The Bluest Eye*

Sure is hard to imagine how to teach to and/or around all the difficulties Morrison explores. Are they problems or opportunities to think and rethink? Whose problems are they? Did Morrison get it right? Whatever might “right” mean? How many people are involved in our being where we are today? Why did they have to work so hard – to the point of jail time – at doing what would seem to just common sense? Their version of common sense is going to be terribly difficult to operate on – it will be uncommon – in the public schools of California? What are our alternatives?

Wednesday, 14 August:
Read: 1. Blickenstaff (Coursework) 2. Horton & Freire (Reader)

Today we get to ask how Horton and Freire would handle the problems described by Dewey, Pollock, and Morrison.

Thursday, 15 August:
Read: Mehan (Reader)
Recommended: Dewey, My pedagogic creed (Reader)

One great trap in human thought is to divide knowledge into theory and practice. Our take, and so too Dewey, Horton and Freire, and Mehan: no theory, no practice; no practice, no theory. So the question always is how to do better theory and better practice. If your practice is not theoretically interesting, don’t bother; if your theory doesn’t apply to practice, don’t bother (or call it a hobby).

No theory, no practice. Even dumb practice is driven by a theory, likely a lousy one. No practice, no theory. Even dumb theory is driven by a practice, likely a lousy one. Without a theory and practice split, there would be no way, at least not in a self-proclaimed democracy, to maintain a sophisticated replication of injustices and inequalities. Without a theory and practice split, there would be no way for school people and researchers (also people, of a kind, although not always kind) to not learn from each other and to leave the vast darkness of the teaching and learning business so thoroughly unobscured.
Assignment: Assessing English language proficiency

This assignment involves a face-to-face meeting with an ELL student. Plan the activities and watch the clock so that you are able to limit that meeting to about 30 minutes. Keep in mind that one of your tasks is to find a ceiling for your student: in order to accurately assess their level, you need to know what they cannot do. However, you should always end the meeting on a positive note, finishing with a positive evaluation, small talk and a friendly interaction.

I. Speaking
• Follow the examples and prepare different levels of question strategies for an interview. Have a 10 to 15-minute conversation with an ELL student (~ “Level 2 or 3”). Start out with Level 1 questions and spiral up through various topics to the Level 2 and/or Advanced level, to get to a point where you see breakdown. Try to lead students into an academic topic of a recent or current unit in a course they are taking, in order to make the interaction more academic and real. Be sure to have them ask you some questions, either in the scenarios or earlier in the interview.
• Select a scenario (from the CELDT, samples below the rubric, or something created in your section) that is just above the level you think the student might be in order to confirm that they are not solid at this higher level.
• Record the interview and analyze, using the Oral Language Interview Rubric.

II. Listen to and Reproduce Sentences
• Create/choose a range of sentences for an ELL student, starting with ones that you think will be easy for them, extending up to a long sentence that would be difficult for them. Explain the process, say a sentence ONLY ONCE, and have them repeat it back. Record and analyze errors.

III. Listen & Retell a Story
• Tell a story with a set of 4 pictures and have the student retell. (Samples can come from CELDT or be created in sections.) Record and analyze. If you have time do two different types of “story” and compare (narrative, science process, history event, math problem, etc.)

IV. Read & Retell (Optional)
• Have students read a story for a limited time. Remove the story and have them retell the story and/or answer multiple-choice questions or short-answer questions.

V. Writing (Optional)
• Choose a writing sample or two from a class, or...
• give an age appropriate prompt and have them write about it (from CELDT or created in section)

Written Reflection: STEP Candidates will write a reflection that includes conclusions about the student’s levels and recommendations for the language assessment we all are developing.
- What level would you rate your student? Give evidence.
- What does this student need to work on with respect to English?
- What appeared to be valid about this assessment and what didn’t?
- How do you think a native speaker of the same age would have done in a similar assessment? Give examples of tasks in each activity type that you think a native speaker would have had trouble with.
- Reflect on your own performance as an interviewer and assessor. What worked well? What should you try to improve next time?
- Briefly compare this assessment to the CELDT’s oral language assessment approach.
Assignment #1: Assessing English language proficiency

(NOTE: Please see “History Section Addendum” for revisions to this assignment!)

This assignment involves a face-to-face meeting with an ELL student. Plan the activities and watch the clock so that you are able to limit that meeting to about 30 minutes. Keep in mind that one of your tasks is to find a ceiling for your student: in order to accurately assess their level, you need to know what they cannot do. However, you should always end the meeting on a positive note, finishing with a positive evaluation, small talk and a friendly interaction.

I. Speaking
- Follow the examples and prepare different levels of question strategies for an interview. Have a 10 to 15-minute conversation with an ELL student (~ “Level 2 or 3”). Start out with Level 1 questions and spiral up through various topics to the Level 2 and/or Advanced level, to get to a point where you see breakdown. Try to lead students into an academic topic of a recent or current unit in a course they are taking, in order to make the interaction more academic and real. Be sure to have them ask you some questions, either in the scenarios or earlier in the interview.
- Select a scenario (from the CELDT, samples below the rubric, or something created in your section) that is just above the level you think the student might be in order to confirm that they are not solid at this higher level.
- Record the interview and analyze, using the Oral Language Interview Rubric.

II. Listen to and Reproduce Sentences
- Create/choose a range of sentences for an ELL student, starting with ones that you think will be easy for them, extending up to a long sentence that would be difficult for them. Explain the process, say a sentence ONLY ONCE, and have them repeat it back. Record and analyze errors.

III. Listen & Retell a Story
- Tell a story with a set of 4 pictures and have the student retell. (Samples can come from CELDT or be created in sections.) Record and analyze. If you have time do two different types of “story” and compare (narrative, science process, history event, math problem, etc.)

IV. Read & Retell (Optional)
- Have students read a story for a limited time. Remove the story and have them retell the story and/or answer multiple-choice questions or short-answer questions.

V. Writing (Optional)
- Choose a writing sample or two from a class, or...
- give an age appropriate prompt and have them write about it (from CELDT or created in section)

Written Reflection: STEP Candidates will write a reflection that includes conclusions about the student’s levels and recommendations for the language assessment we all are developing.
- What level would you rate your student?  Give evidence.
- What does this student need to work on with respect to English?
- What appeared to be valid about this assessment and what didn’t?
- How do you think a native speaker of the same age would have done in a similar assessment?  Give examples of tasks in each activity type that you think a native speaker would have had trouble with.
- Reflect on your own performance as an interviewer and assessor. What worked well?  What should you try to improve next time?
- Briefly compare this assessment to the CELDT’s oral language assessment approach.
## Oral Language Interview Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Use of Content and Academic Language (Functions)</th>
<th>Accuracy (Forms)</th>
<th>Discourse type and complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Elaborate, synthesize, argue, and support opinions; manages formal, technical, and specialized topics; negotiates linguistically unfamiliar situations</td>
<td>Very few, if any, errors in vocabulary, pronunciation, grammar, and nonverbal communication.</td>
<td>Use well-organized ideas; extended discourse; a variety of sentences</td>
</tr>
<tr>
<td>3</td>
<td>Describe and narrate with proper story elements (characters, settings, events, sequence markers); manage unanticipated challenges and most informal topics of general interest.</td>
<td>Some obvious errors, but utterances are understandable by native speakers unaccustomed to dealing with non-native speakers.</td>
<td>Use coherent paragraphs to describe ideas</td>
</tr>
<tr>
<td>2</td>
<td>Initiate and maintain conversations, ask and answer questions on familiar topics.</td>
<td>A wide range of errors, but understood, with some repetition by speakers accustomed to dealing with non-native speakers.</td>
<td>Use complete sentences</td>
</tr>
<tr>
<td>1</td>
<td>Communicate minimally with basic words and stock phrases.</td>
<td>Multiple errors that make it difficult to understand, even for a sympathetic listener.</td>
<td>Use words and phrases</td>
</tr>
</tbody>
</table>

### Example interview prompts
- **Level 4**
  - What’s your opinion of the ratings system for TV shows? What do you think are the benefits and drawbacks of such a ratings system? Whose responsibility is it to check on whether parents are enforcing these ratings? The school’s? The federal government?
  - Level 3
    - Could you tell me about what happened when ________?
    - How does life there compare to life here?
    - Earlier you said that you had ________. What was that like?
    - Could you tell me a story about ________________?
    - What is your favorite movie? What happened in it?
- **Level 2**
  - What do you like to do for fun? Why do you like ________?
  - Please tell me more about ________.
  - What are you learning in school?
  - Can you tell me about the kind of things you help with at home?
- **Level 1**
  - What classes do you have? What time does ________ begin?
  - How do you get to school? Bus, car, walking?
  - Tell me about your family.
  - What do you like to do?

### Example scenarios (at end of interview)
- **Level 4**
  - You are a school principal and need to decide if your school will become a year-round school with no summer break. Discuss the positives and negatives with me (I am a teacher who disagrees) and take a stand supporting your preference for keeping a long summer break or going to a year-round system.
- **Level 3**
  - You missed an important exam and you have made an appointment with me, the teacher. Explain what happened and try to arrange for a make-up exam.
- **Level 2**
  - I am your neighbor who is going away on vacation and I asked you to take care of things while I am gone. Ask me four or five questions to find out and clarify what you need to know.
  - You are left alone in a room with a friend’s grandparent. I am the grandparent. Make polite conversation with me while you wait for your friend.
Elicited Imitation of Sentences

5 common structures (Based on work by Lance Gentile), from difficult to simple

Two phrases or clauses linked by an adverb showing time, place, manner
(when, where, how, whenever),

- When she had finished writing the poem, she finished her tea and left the house.
- We all wondered how the play was going to end.

Two phrases or clauses linked by a relative pronoun
(who, what, that, which)

- I want to read the novel that the teacher recommended to us last week.
- The novel’s many symbols, which are clear to me, are confusing to most new readers.

Two phrases or clauses linked by a conjunction
(because, and, so, if, while, but, however)

- Because the plot was so complicated, I was confused early on in the story.
- The poem teaches us to be generous, even though its author was greedy.

Expanded statements that use prepositions
(with, at, around, under, in, on, etc.)

- The author began the story with a quotation.
- At the bottom of page 12 there is a powerful metaphor.

Simple

- I comprehend the story.
- The main character found a secret book.

Additional resource: See http://actflproficiencyguidelines2012.org/speaking# for video examples of English learners (all adults) at different levels of English proficiency.
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**Example interview prompts**

- **Level 4**
  - What’s your opinion of the voting age in the U.S.? Should kids be able to vote? What do you think are the benefits and drawbacks of voting when you are 18 years old? Whose responsibility is it to check on whether parents are helping their kids vote? The school’s? The federal government?

- **Level 3**
  - Could you tell me about what happened when ________?
  - How does life there compare to life here?
  - Earlier you said that you had _______. What was that like?
  - Could you tell me a story about ________________?
  - What is your favorite movie? What happened in it?

- **Level 2**
  - What do you like to do for fun? Why do you like ________?
  - Please tell me more about ________.
  - What are you learning in school?
  - Can you tell me about the kind of things you help with at home?

- **Level 1**
  - What subjects do you like in school? What day/time do you do__________?
  - How do you get to school? Bus, car, walking?
  - Tell me about your family.
  - What do you like to do?

**Example scenarios (at end of interview)**

- **Level 4**
  - You are a school principal and need to decide if your school will have official uniforms next year. Discuss the positives and negatives with me (I am a teacher who disagrees) and take a stand supporting your preference for allowing kids to wear what they want or wearing uniforms.

- **Level 3**
  - You forgot to turn in some homework and you have made an appointment with me, the teacher. Explain what happened and try to arrange to turn it in later.

- **Level 2**
  - I am your neighbor who is going away on vacation and I asked you to take care of things while I am gone. Ask me four or five questions to find out and clarify what you need to know.
  - You are left alone in a room with a friend’s grandparent. I am the grandparent. Make polite conversation with me while you wait for your friend.
Elicited Imitation of Sentences

5 common structures (Based on work by Lance Gentile), from difficult to simple

Two phrases or clauses linked by an adverb showing time, place, manner
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- We all wondered how the story was going to end.

Two phrases or clauses linked by a relative pronoun
(who, what, that, which)

- I want to read the story that the teacher told us about last week.
- The story’s many characters, which make sense to me, are confusing to most new readers.

Two phrases or clauses linked by a conjunction
(because, and, so, if, while, but, however)

- Because the story was so complicated, I was confused at the beginning.
- The story teaches us to be kind, even though its author was not.

Expanded statements that use prepositions
(with, at, around, under, in, on, etc.)

- The author began the story with a poem.
- At the bottom of page 12 there is a beautiful picture.

Simple

- I understand the story.
- The main character was a kind person.
Education 388
Language Policies and Practices
Winter Quarter, 2012 (Last update: 12/12/11)

- Claude Goldenberg (Instructor) cgoldenberg@stanford.edu
- Laura Hill-Bonnet (Co-Instructor and Elem. section; CERAS 204) laurahb1@stanford.edu
- Sara Rutherford (Elm. Co-Instructor) sara.rutherford@gmail.com
- Jack Dieckmann (Math; CERAS 302/conf room) jackd1@stanford.edu
- Octavio Rodriguez (Science; CERAS 308/library) octavio@letsteach.org
- Bronwyn LaMay (History/Social Studies; CERAS 513) bronwyn.lamay@gmail.com
- Jeff Zwiers (English; CERAS 300) jeffzwiers@gmail.com
- Ken Romeo (World Languages; Meyer 143) kenro@stanford.edu

Required texts:


Supplemental texts:


World languages: ACTFL Proficiency Guidelines - Speaking, Writing, Listening, and Reading (revised 2012 - PDF)

Optional, for general reference on instructional planning (no readings will be assigned):


Course Description
The overall goal of this course is to prepare STEP credential candidates to be effective beginning teachers of English Learners. In practical terms, the course will help STEP candidates meet
the requirements for the English Learner Authorization (ELA) on their preliminary credential. The ELA authorizes STEP graduates to teach English Learners both in general classrooms, and in specialized settings such as English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) classrooms. The course introduces students to the historical, political, and legal foundations of educational programs for English Learners. It overviews theories of second language learning and the research on the effectiveness of bilingual education. The course also provides students with a repertoire of theory-based methods to facilitate and measure English Learners’ growth in English language and literacy acquisition, as well as create learning environments which promote ELD, and content area learning through the use of sheltered instruction. Students will acquire knowledge and skills related to methods of teaching a second language through readings, discussion, group interaction, lesson presentation, hands-on experience of instructional and assessment methods, and materials exploration.

**Course Goals** (from California Commission on Teacher Credentialing Program Standards, Standard 12) are to provide opportunities for candidates …

1. to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; candidates will understand the local and school organizational structures and resources designed to meet English learner students’ needs.

2. to learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.

3. to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

4. to learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers.

5. to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development.

6. to acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.

7. to learn how cognitive, pedagogical, and individual factors affect students’ language acquisition.

8. to acquire skills for managing and organizing a classroom with first- and second-language learners.

9. to acquire skills to collaborate with specialists and paraprofessionals.
10. to learn and understand the importance of students’ family and cultural backgrounds and experiences in planning instruction and supporting student learning and to communicate effectively with parents and families.

11. to learn how to differentiate instruction based upon their students’ primary language and proficiency levels in English, and considering the students’ culture, level of acculturation, and prior schooling.

Reading assignments
You are expected to complete reading assignments. They will provide background and complementary information for the week's class. They will also serve as resources to deepen your understanding of the course content and extend your knowledge of strategies and techniques to use in the classroom. Our hope is that these books will continue to be useful resources once you begin teaching.

Grades
Grades will be based on the following:
Completed assignments: 80% (20 pts each)
Class participation (including attendance): 20% (20 pts)
There will be no end-of-quarter project or exam. Late assignments will be accepted, but unexcused tardiness will result in deductions of up to half of the assignment's score. Assignments later than one week after the due date will be accepted only at the discretion of the Instructor for your section.

Student with Documented Disabilities
Students with a disability that might require an academic accommodation or the use of auxiliary aids and services must initiate the request with the Student Disability Resource Center (SDRC). The SDRC will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term. Please contact the SDRC as soon as possible; timely notice is needed to arrange for appropriate accommodations. The SDRC is located at 563 Salvatierra Walk.

List of assignments (20 pts each) Due dates and details will be provided by section leaders

Assignment #1 1st teaching assignment
Assignment #2 Assessing English language proficiency
Assignment #3 2nd teaching assignment
Assignment #4 ELL policy assignment
<table>
<thead>
<tr>
<th>Date</th>
<th>Wk #</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>1</td>
<td><strong>Course overview and introduction</strong>&lt;br&gt;English language learners: Practices, programs, and policies. Who are ELLs? What are the challenges they and their teachers face?</td>
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<td>Section: Discuss work to be done in section—assignments, due dates, section readings. Identify and address challenges ELLs face at your level, in your content area. Resources: Education Week, &quot;Spotlight On ELL Assessment &amp; Teaching&quot;; 388 Glossary; SFGate, &quot;Latino kids now majority in state's public schools&quot;; Coehlo, Section I (A Welcoming Environment, chptrs 1-2); Zwiers, chptr 2</td>
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<td>Jan. 19</td>
<td>2</td>
<td><strong>What is language?</strong> Components of language; conversational language and academic language; English language variation (Maneka Brooks)</td>
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<td>Section: Bring &quot;Linguistic profile of your placement&quot; (Elementary, from 388F) or &quot;Assignment 2: The context of our work&quot; (Secondary, from 246B) Academic language</td>
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<td>Readings due this week:&lt;br&gt;• Selected pages from Coehlo, Section II (How English Works, chptrs 3-7)&lt;br&gt;• Section assignment</td>
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<tr>
<td>Jan. 26</td>
<td>3</td>
<td><strong>Second language acquisition/learning</strong> How languages are learned/acquired; <em>ELD instruction vs. sheltered instruction</em> (aka specially designed academic instruction in English—SDAIE)</td>
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<td>Section:&lt;br&gt;• ELD instruction and sheltered content instruction&lt;br&gt;• Strategies to make input comprehensible&lt;br&gt;• Strategies to promote language output</td>
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<td>Readings due this week:&lt;br&gt;• Selected pages from Coehlo, Section III (The Language Learning Environment, chptrs 8-11)&lt;br&gt;• Sheltered Instruction Observation Protocol Ch. 2&lt;br&gt;• Section assignment</td>
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<td>Feb. 2</td>
<td>4</td>
<td><strong>ELD standards and English language assessment.</strong> California English Language Development (ELD) standards; California English Language Development Test (CELDT); assessing language proficiency levels (Ken Romeo)</td>
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<td>Feb. 9</td>
<td>5</td>
<td><strong>Academic language and classroom interactions</strong> (Jeff Zwiers) Promoting classroom interactions that encourage use of academic language</td>
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<td>Section:</td>
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<td>Feb. 16</td>
<td>6</td>
<td><strong>No LARGE CLASS: Go to section</strong></td>
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<td>Readings due this week:</td>
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<td>Feb. 23</td>
<td>7</td>
<td><strong>Teaching English language development (ELD)</strong></td>
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<td>Readings due this week:</td>
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<td>Date</td>
<td>No LARGE CLASS: Go to section</td>
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<td>• Planning and carrying out ELD instruction… elementary, English, world languages</td>
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<td>• Planning and carrying out sheltered instruction (SDAIE)… elementary, English (?), math, history, science</td>
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<td>Readings due this week:</td>
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<td>• Section assignment</td>
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<tr>
<th>Date</th>
<th>Family and culture</th>
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<td></td>
<td>Section:</td>
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<td></td>
<td>• Involving parents and families</td>
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<td>Readings due this week:</td>
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<tr>
<td>• Coehlo, chptrs 1-2 (from wk 1)</td>
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<td>• Valdés, &quot;The world inside and outside schools&quot; (on course site)</td>
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<td>• Goldenberg, &quot;Involving parents….&quot; (on course site)</td>
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<tr>
<th>Date</th>
<th>Policies to promote achievement among ELLs</th>
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<tr>
<td></td>
<td>Section:</td>
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<td></td>
<td>• Assignment 4 (&quot;Explaining ELL Programs, Policies, and Research&quot;) due March 20.</td>
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<tr>
<td></td>
<td>• What is the relationship between learning needs of ELLs and ELL policies?</td>
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<tr>
<td>Readings due this week:</td>
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<tr>
<td>Section assignments from the following (all on course site):</td>
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<tr>
<td>• García et al. From English Language Learners to Emergent Bilinguals, parts 1 &amp; 2.</td>
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<td>• Goldenberg, &quot;Teaching English Language Learners: What the research does—and does not—say.&quot;</td>
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<td>• Education Week, &quot;Spotlight On ELL Assessment &amp; Teaching&quot; (from wk 1)</td>
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<td>In &quot;additional resources&quot;…</td>
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<td>• Hakuta, &quot;Key Policy Milestones and Directions in the Education of English Language Learners.&quot;</td>
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<td>• Zehr, &quot;Under Federal Pressure, District Addresses ELLs.&quot;</td>
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<td>• Burnham-Massey, &quot;Legal Foundations of Programs for English Learners.&quot;</td>
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<td>• NCELA, &quot;What Legal Obligations Do Schools Have to ELLs?&quot;</td>
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**Stanford University Honor Code**

Please note that we adhere to the standards of Stanford's Honor Code, the University's statement on academic integrity written by students in 1921. The Honor Code articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. The Honor Code stipulates that students will not give or receive unpermitted aid for any coursework and will actively uphold the sprit and letter of the Honor Code.

For more information: [http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm](http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm)
Assignment: Assessing English language proficiency

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- What does this student need to work on with respect to English?
- What appeared to be valid about this assessment and what didn’t?
- How do you think a native speaker of the same age would have done in a similar assessment? Give examples of tasks in each activity type that you think a native speaker would have had trouble with.
- Reflect on your own performance as an interviewer and assessor. What worked well? What should you try to improve next time?
- Briefly compare this assessment to the CELDT’s oral language assessment approach.
### Oral Language Interview Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Use of Content and Academic Language (Functions)</th>
<th>Accuracy (Forms)</th>
<th>Discourse type and complexity</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>Elaborate, synthesize, argue, and support opinions; manages formal, technical, and specialized topics; negotiates linguistically unfamiliar situations</td>
<td>Very few, if any, errors in vocabulary, pronunciation, grammar, and nonverbal communication.</td>
<td>Use well-organized ideas; extended discourse; a variety of sentences</td>
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<td>3</td>
<td>Describe and narrate with proper story elements (characters, settings, events, sequence markers); manage unanticipated challenges and most informal topics of general interest.</td>
<td>Some obvious errors, but utterances are understandable by native speakers unaccustomed to dealing with non-native speakers.</td>
<td>Use coherent paragraphs to describe ideas</td>
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<td>Initiate and maintain conversations, ask and answer questions on familiar topics.</td>
<td>A wide range of errors, but understood, with some repetition by speakers accustomed to dealing with non-native speakers.</td>
<td>Use complete sentences</td>
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<tr>
<td>1</td>
<td>Communicate minimally with basic words and stock phrases.</td>
<td>Multiple errors that make it difficult to understand, even for a sympathetic listener.</td>
<td>Use words and phrases</td>
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**Example interview prompts**
- **Level 4**
  - What’s your opinion of the voting age in the U.S.? Should kids be able to vote? What do you think are the benefits and drawbacks of voting when you are 18 years old? Whose responsibility is it to check on whether parents are helping their kids vote? The school’s? The federal government?
  - Level 3
    - Could you tell me about what happened when ________?
    - How does life there compare to life here?
    - Earlier you said that you had ________. What was that like?
    - Could you tell me a story about _________________?
    - What is your favorite movie? What happened in it?
  - **Level 2**
    - What do you like to do for fun? Why do you like ________?
    - Please tell me more about ________.
    - What are you learning in school?
    - Can you tell me about the kind of things you help with at home?
  - **Level 1**
    - What subjects do you like in school? What day/time do you do __________?
    - How do you get to school? Bus, car, walking?
    - Tell me about your family.
    - What do you like to do?

**Example scenarios** (at end of interview)
- **Level 4**
  - You are a school principal and need to decide if your school will have official uniforms next year. Discuss the positives and negatives with me (I am a teacher who disagrees) and take a stand supporting your preference for allowing kids to wear what they want or wearing uniforms.
- **Level 3**
  - You forgot to turn in some homework and you have made an appointment with me, the teacher. Explain what happened and try to arrange to turn it in later.
- **Level 2**
  - I am your neighbor who is going away on vacation and I asked you to take care of things while I am gone. Ask me four or five questions to find out and clarify what you need to know.
  - You are left alone in a room with a friend’s grandparent. I am the grandparent. Make polite conversation with me while you wait for your friend.
Elicited Imitation of Sentences

5 common structures (Based on work by Lance Gentile), from difficult to simple

Two phrases or clauses linked by an adverb showing time, place, manner
(when, where, how, whenever),

- When she had finished writing the story, she finished her tea and left the house.
- We all wondered how the story was going to end.

Two phrases or clauses linked by a relative pronoun
(who, what, that, which)

- I want to read the story that the teacher told us about last week.
- The story’s many characters, which make sense to me, are confusing to most new readers.

Two phrases or clauses linked by a conjunction
(because, and, so, if, while, but, however)

- Because the story was so complicated, I was confused at the beginning.
- The story teaches us to be kind, even though its author was not.

Expanded statements that use prepositions
(with, at, around, under, in, on, etc.)

- The author began the story with a poem.
- At the bottom of page 12 there is a beautiful picture.

Simple

- I understand the story.
- The main character was a kind person.
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Simple

- I understand the story.
- The main character was a kind person.
EDUC 388 ELD Lesson

ELD Mini-Lesson Frame

This frame is designed to help you in the construction of ELD mini lesson plan for this course. It is meant to serve as a scaffold. Please recognize that because this is intended for the purpose of completing your coursework requirements, it more extensive than a lesson design frame you may use for everyday practices. However, it is our hope that this frame will provide you with the ways of thinking about your professional practice.

**Context** (CSTP Standard 3)

**Students: Describe the students with whom you will be working**

- How many students will you be teaching?
- What is their grade level?
- Identify students using pseudonyms.
- What are the key characteristics of these students with respect to:
  - **Academic development**: What prior knowledge, background and skills do the students bring to the lesson (consider previous learning experiences, assessment data, etc.)
  - **Language Development**: What languages do the students speak? What are the identified English language proficiency levels of the students?
  - **Socio-Economic, Cultural, and Racial/Ethnic Development**: What are the represented socio-economic, cultural, and ethnic backgrounds of the students. How do you know this? (Do not make assumptions). If you do not know, state this.

**Rationale** (CSTP Standards 1.1, 4.1, 5.4)

- Why are you teaching this lesson?
- What CELD standards are you addressing this lesson?
- What other content area standards are supported by this lesson (if any)?

**Learning Objectives**: (CSTP Standard 4.2, 3.6)

- **Academic Language**:
  - What **language functions** (purposes, uses) will students acquire and/or be able to use as a result of the lesson?
  - What **language forms** (“brick and mortar” words and phrases) are addressed in the lesson? How will they be taught explicitly? (Class #3, and Fall reader, Dutro and Moran)
  - What opportunities do students have to use the academic language (fluency)?
EDUC 388 ELD Lesson

• Academic Content Objectives
  o What content concepts, strategies, skills (if any) support this lesson?
  o Be specific and use observable actions.

Assessment (CSTP Standard 5/TPE 2,3)
• Formative (Monitoring during the lesson)
  ▪ What formal or informal assessments will you use to monitor students’ progress towards meeting your language goals during the lesson?
  ▪ What opportunities for feedback or what type of feedback will you provide to students as part of monitoring their assessment?
  ▪ In what ways will students have the opportunity to make changes based on your feedback?

• Product
  ▪ What evidence of student learning will you collect?
  ▪ In what ways will the evidence document students’ knowledge, skills and understandings?
  ▪ How will you evaluate the product you collect? What criteria will be used?
  ▪ How does your assessment allow all students to show what they know?
  ▪ What feedback will be provided to students and what are your goals for that feedback?

Lesson Procedures: (CSTP Standards 1, 2, 3, 4)

Administrative Considerations:
As you begin to plan your lesson, be sure you address the following ELD specific questions in the procedures.

• What are the language functions and/or forms addressed in this lesson?
• What is the key vocabulary (brick and mortar) being taught?
• What are the opportunities you have provided for students to practice and develop fluency?
• Are a variety of assessments employed?
• Is there evidence of alignment of objectives/procedures/assessment?

<table>
<thead>
<tr>
<th>Learning Activity/Teaching Strategy</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Connections/Introduce the Concept (Engage)</td>
<td></td>
</tr>
<tr>
<td>• apply knowledge about your students’</td>
<td></td>
</tr>
</tbody>
</table>

2
acade**mic and linguistic development and cultural backgrounds**
- connect to students’ previous experiences/prior knowledge
- communicate your learning goals/objectives or your expectations to the students?
- introduce the topic/concept/skill of focus

<table>
<thead>
<tr>
<th>Demonstrating and Sharing Examples (Explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• explicit teaching or modeling the skill/strategy</td>
</tr>
<tr>
<td>• examples/samples will you provide?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicing (Exploring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• opportunities provide for students to practice</td>
</tr>
<tr>
<td>• opportunities to practice the academic language</td>
</tr>
<tr>
<td>• activities that you have planned</td>
</tr>
<tr>
<td>• grouping strategies (ie: large group, heterogeneous or homogeneous small group, pairs, individual seatwork)</td>
</tr>
<tr>
<td>• ensure the active and equitable participation of ALL students?</td>
</tr>
</tbody>
</table>
Closing
How will the lesson be summarized? How will the key points be articulated? By whom?

Reflective Commentary (CSTP Standard 1, 2, 3, 4, 5, 6/TPE 1A, 2, 12, 13)

- Was the lesson taught as planned? If not, what changes were made to the lesson and why?
- To what extent were your lesson procedures appropriate for the students and the content? Please cite specific examples of what students said or did to indicate this.
- How will you use this information? Based on the analysis and assessment data, describe specific next steps for instruction with these particular students (these next steps may include a specific instructional activity, some form of re-teaching, an extension, additional or revised feedback, etc.).
- Why are these next steps appropriate (justify using your evidence)?
- Based on your experiences teaching this lesson, what did you discover about your students as learners of academic language (ie: difficult/easy concepts and skills, difficult/easy learning tasks, common misunderstandings)? Please cite specific evidence from the lesson and your analyses of it, as well as relevant research and theories about second language development, teaching and learning.
- What have you learned about yourself as a teacher as a result of this lesson (consider the CSTP 3.6 here)?
- After this lesson, what new goal(s) do you have for yourself as a teacher?
- What actions do you plan to take in moving towards this goal?

Evaluation Criteria | (5 pts. each) | Comments:
---|---|---
Name: | | |
- Lesson includes effective and logical sequence of activities that scaffold language learning | | |
- lesson demonstrates candidate’s ability to identify | | |
EDUC 388 ELD Lesson

<table>
<thead>
<tr>
<th>key language demands and necessary words and phrases for the success (academic and/or social) of the students</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>lesson demonstrates candidate’s ability to assess L2 students on language learning</td>
<td></td>
</tr>
<tr>
<td>Commentary shows how teacher incorporated the issues discussed in class into an effective lesson plan, and shows understanding of scaffolding, academic language, formative assessment, and second-language literacy issues.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from work by A. Lippincott, S. Tuyay, and PACT (2004-2009)
This frame is designed to help you in the construction of your SDAIE/S lesson plan for this course and in your preparation for the Performance Assessment for California Teachers (PACT). It is meant to serve as a scaffold. Please recognize that because this is intended for the purpose of completing your coursework requirements, it more extensive than a lesson design frame you may use for everyday practices. However, it is our hope that this frame will provide you with the ways of thinking about your professional practice.

**Context** (CSTP Standard 1,3)

**Students: Describe the students with whom you will be working**

- How many students will you be teaching? How many males? Females?
- What is their grade level?
- What is the age range of the students?
- What are the key characteristics of these students with respect to:
  - Academic development: What prior knowledge, background and skills do the students bring to the lesson (consider previous learning experiences, assessment data, etc.)
  - Language Development: What languages do the students speak? How many of the students are English (or Spanish) Language Learners? What are the identified language proficiency levels of the students? What do you know about students’ conversational and academic language? How do you know?
- What additional needs might the students have?
  - How many students have Individualized Education Plans or 504 plans?

**Learning Objectives:** (CSTP Standard 4.2)

- Academic Content Objectives
  - What do you want students to know/be able to do (consider key concepts, strategies, skills) as a result of the lesson?
  - Be specific and use observable actions.

- Academic Language:
  - What language functions (purposes, uses) will students acquire and/or be able to use as a result of the lesson?
  - What language forms (vocabulary and grammar points) are addressed in the lesson? How will they be taught explicitly?
  - What opportunities do students have to use the academic language (gain fluency)?
World Languages Assignment 4: Explaining ELL Programs, Policies, and Research

Introduction

Here the situation: You're invited to dinner at a friend's home, along with 6 or 7 other people. Your friend's friends are intelligent, educated, and interested in what's going on in the world. The conversation is engaging and interesting. Everything's going great—good food, good wine, the temperature is right. At one point your friend addresses you from across the table and says, "So, how's the teaching going? You enjoying it? What're the kids like?" You reply that it's going well, despite your being sleep-deprived, but you really like it and you really like the kids. You mention that a lot are learning English as a second language, so you've got really make sure they understand what's going on in the classroom. "Really?" a guest pipes up. "You have to make sure they understand what's going on???" Thus begins what feels like you're getting grilled. Below is a series of questions this guest puts to you. How would you reply?

Reading assignments for Week 10 and Guidelines for Responses and Scoring

Revised reading assignments for Week 10:

- Goldenberg, "Teaching English Language Learners: What the research does—and does not—say." Or "Research on English Learner Instruction"
- Education Week, "Spotlight On ELL Assessment & Teaching" ... the first ("Research Hones Focus on ELLs") and last ("The Best of Students, the Worst of Students") articles only. (NOTE: This reading is in the folder Week 1 section resources in Materials.)
- Zehr, "Under Federal Pressure, District Addresses ELLs."
- Burnham-Massey, "Legal Foundations of Programs for English Learners."
- NCELA, "What Legal Obligations Do Schools Have to ELLs?"

Guidelines for your responses and scoring of assignment:

Your response should be about 2-3 single-spaced pages. You may work in groups, but everyone must turn in his/her own paper. Please be sure to proofread (or have someone else proofread) for readability, grammar, spelling, etc. Papers with excessive typos and other errors will be returned.

- Accurately articulates what is legally incorrect about the questionner's premise ("give them all good instruction, and then it's up to them") in Q1. Response may include disagreement or independent opinion about the legal framework for educating ELLs, but it must be factually correct.
- Accurately responds to statements about Prop. 227's banning bilingual education and whether that is "a good thing" in Q2. Response may include independent opinions, but it must be factually correct.
• Accurately responds to state of the research about effective practices for ELLs in Q3; articulates accurate information about what schools are doing to help ELLs succeed and a plausible perspective on degree to which school practices are successful.

• Makes accurate and specific use of each element identified in the assignment; each element is specifically named (“Purpose of programs for ELLs,” etc.).

Submission

Be succinct, but be specific. Back up your statements with facts. Make sure you include the following elements, as appropriate to the question, in your responses:

• Purpose of programs for ELLs
• English proficiency
• Grade-level academic achievement
• Civil Rights Act of 1964 (civil rights law more generally)
• Equal educational opportunity
• Lau v. Nichols
• ELL programs and services, including:
  o sheltered content instruction
  o structured English immersion
  o ELD (ESL) instruction
  o primary language instruction (aka bilingual education)
  o instructional grouping strategies
• Research on programs and practices for ELLs

You will draw most heavily on readings for Week 10 (see above), but you can use any document or note from the course. For purposes of this hypothetical exercise, assume you've memorized everything, and you are able to use the information to answer your fellow guest's questions:

1. "You have to make sure they understand what's going on in the classroom?? Isn't that a little ridiculous? If they don't understand, they should learn English. I'm for equal opportunity--give them all good instruction, and then it's up to them."

2. "Well, thank goodness for Proposition 227, in my opinion. Didn't that ban bilingual education? And isn't that a good thing?"

3. "Isn't there research out there? What does the research say about how best to education ELLs? Why don't schools just do what the research shows works? What are schools doing with these kids, anyway? It's obviously not working."

4. Another guest who had been quiet up until this point then says: "You know I read an article online (http://goo.gl/OljOk) the other day about Spanish algebra classes for these kids. You should have seen some of the comments. OMG. Some people really nailed it, like this is really ridiculous. One person said it would be cheaper, saner, and more humane to deport these people and let them go back to doing what generations of their ancestors have done before them. All these "Progressive" crackpot notions of equality and equal educational opportunities are just so stupid and naive. You have to admit
they have a point. We're really digging ourselves into a hole with all these ridiculous policies and programs for (sarcastically and making quotes with his fingers) "English learners." What do you respond?
World Languages Assignment 3: Second Teaching Assignment

Contribute to our new Supplemental Handbook of Annotated Lesson Plans for Content and Academic Language Learning

We have been looking for a resource that contains not only lesson plans of “good teaching,” but also ones that explicitly show how the language and content needs of English learners are intentionally addressed. Your task is to contribute a lesson with embedded annotated comments and a 1- to 2-page commentary. The audience for this handbook will be pre-service and currently practicing teachers.

This assignment also provides an opportunity for you to practice and get feedback on planning and including language development elements (specifically for ELLs) in your lessons. Promoting students’ academic language is an aspect of PACT. Your PACT teaching event will be scored using a scheme with 12 rubrics. Rubrics 11 and 12 are about Academic Language (11: Understanding Language Demands; and 12: Supporting Academic Language Development). You will receive more information about this in section.

Annotations for World Languages section:

Since your area addresses the needs of language learners, but in a somewhat different way, we will use this assignment to focus specifically on academic language. In language instruction, there are (at least) two possibilities where this will come into the lesson: First, you may use academic (linguistic) terms to explain certain concepts like grammar, lexical features, or cultural examples. Second, you may want the students to actually learn some academic vocabulary or phrases in the target language. Both of these happen regularly in language classrooms, but in this assignment, we would like to bring these two opportunities into focus.

EVALUATION CRITERIA

- Lesson includes effective and logical sequence of activities that scaffold learning of grade level concepts and the language needed for the tasks.
- Annotations show keen insights into how teacher is addressing diverse language and content needs, building on student strengths and backgrounds.
- Commentary shows how teacher incorporated the issues discussed in class into an effective lesson plan, and shows understanding of scaffolding, academic language, formative assessment, and second-language literacy issues.

Part A – Lesson with Annotations
You will choose a single (45- to 90-minute) lesson and “fortify” it with elements of instruction and assessment designed to (1) make the academic input comprehensible for learners and (2) promote learning academic language. Include opportunities for students to talk about what they are learning—and describe how you “bump up” the academic quality of such talk.
Use whatever lesson plan format you are using in your C&I class, and then annotate the lesson using the "comments" feature of MS Word (your section leader will demonstrate in section, if necessary). The annotations will focus on extra thought put into addressing the language and content demands of associated with learning a foreign language. These annotations should point out such things as differentiation of task or text, formative assessment, mini-lessons on language needed for tasks, visual representations of complex ideas and higher-order thinking, language reinforcement, comprehensible input, accessing/building background knowledge, etc. In short, use any of the ideas, tools, techniques, concepts you have heard or read about in this class (or elsewhere) that are explicitly designed to make content accessible to learners and promote the language (esp. academic language) development.

**Part B – Commentary**

Write an approximately 1-2 page (single spaced) commentary, in which you explain how this lesson is a good example of the practical application of the strategies and theories that you have learned in our class that focus on developing both content and language at the same time, with particular attention to the needs of learners. Explain why you think the activities, sequence, and transitions will be effective.

Describe how the lesson elements attempt to build on strengths, language abilities, and backgrounds of your students. Describe also how the lesson is part of a plan (possibly over a number of lessons) to release support gradually over time. Describe how your lesson elements maintain rigor and grade level learning as they concurrently provide necessary support of language, literacy, and/or thinking development. This is a chance for you to share what you have learned in this class and how you have applied it to your content area.

The write-up can include questions or uncertainties you had as you were planning the lesson; it can also include what you HOPE--but are not sure--will work. If you do teach the lesson (see "Optional," below), describe any answers or new understandings that emerged.

Optional: Feel free to teach the lesson and include a paragraph about how it worked for the learners in your class as well as your interpretations about why. You might also interview a student to see what worked for him or her.
World Languages Assignment 2: Assessing English language proficiency

This assignment involves a face-to-face meeting with an ELL student. Plan the activities and watch the clock so that you are able to limit that meeting to about 30 minutes. Keep in mind that one of your tasks is to find a ceiling for your student: in order to accurately assess their level, you need to know what they cannot do. However, you should always end the meeting on a positive note, finishing with a positive evaluation, small talk and a friendly interaction.

1. Speaking
   a. Follow the examples and prepare different levels of question strategies for an interview. Have a 10 to 15-minute conversation with an ELL student (~ “Level 2 or 3”). Start out with Level 1 questions and spiral up through various topics to the Level 2 and/or Advanced level, to get to a point where you see breakdown. Try to lead students into an academic topic of a recent or current unit in a course they are taking, in order to make the interaction more academic and real. Be sure to have them ask you some questions, either in the scenarios or earlier in the interview.
   b. Select a scenario (from the CELDT, samples below the rubric, or something created in your section) that is just above the level you think the student might be in order to confirm that they are not solid at this higher level.
   c. Record the interview and analyze, using the Oral Language Interview Rubric.

2. Listen to and Reproduce Sentences
   a. Tell a story with a set of 4 pictures and have the student retell. (Samples can come from CELDT or be created in sections.) Record and analyze. If you have time do two different types of “story” and compare (narrative, science process, history event, math problem, etc.)

3. Listen & Retell a Story
   a. Create/choose a range of sentences for an ELL student, starting with ones that you think will be easy for them, extending up to a long sentence that would be difficult for them. Explain the process, say a sentence ONLY ONCE, and have them repeat it back. Record and analyze errors.

4. Read & Retell (Optional)
   a. Have students read a story for a limited time. Remove the story and have them retell the story and/or answer multiple-choice questions or short-answer questions.

5. Writing (Optional)
   a. Choose a writing sample or two from a class, or...
   b. Give an age appropriate prompt and have them write about it (from CELDT or created in section)

Written Reflection: STEP Candidates will write a reflection that includes conclusions about the student’s levels and recommendations for the language assessment we all are developing.

- What level would you rate your student? Give evidence.
- What does this student need to work on with respect to English?
- What appeared to be valid about this assessment and what didn’t?
Unit Plan
30% of course grade

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions for a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Five-Step Lesson: From that larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. Your assessments should include both receptive and productive skills. This learning segment may be used for the Teaching Event for PACT. The primary focus of the lesson should be on communicative proficiency.

Fully-Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out materials & resources for five components/tasks/activities. You will also need to include some degree of tailoring or differentiation in your task(s) to specific student needs. LLC III & IV teachers must include the teaching of academic language in your task(s) at some point.

- One of your Setting the Stage activities
- One of your Comprehensible Input Presentation activities
- One of your Guided Practice activities
- One of your Independent Practice activities
- One Summative Assessment/Evaluation with Student Reflection

1 The PACT Glossary defines Academic Language as 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, formal letter, news article) and other language-related activities typical of classrooms, (e.g., expressing disagreement, debating an issue, asking for clarification). Academic language includes both productive and receptive modalities.”
Interview Assignment
Due Friday, July 19, 2013

**Purpose:** 1) To examine students’ attitudes about math, the typical math environment of students, and 2) to observe a student thinking as they complete a brief math activity.

Key Points to Remember:
- This is not an opportunity for you to TEACH students. In other words, if students are struggling with a problem, you should not “help” them. Just let them know that it’s ok and you want them to try their best. This is the only way to see what they are thinking. It’s ok to rephrase or show an example. If you decide to help students complete the task, make sure you indicate that in your analysis.
- Don’t “force” students to participate. Ask them to help you with your homework. It removes the focus from them to you, making the interview less threatening.
- Thank the students for helping you. You can give them something special as a token of your gratitude, such as a healthy snack, a cool sticker or stamp, or even an extra privilege. Talk to your TC about something appropriate.

**Preparation:**
1. At this point, you should have identified at least 3 students of varying levels to interview. The interview should not take more than 20-30 minutes per student. You will ask each student the same questions.
2. With grade level groups, develop your interview questions (protocol). *Example* questions (you may need to adjust these according to your students’ age, language ability, etc.). Be prepared to rephrase the question without leading students to a particular answer.
   a. Student attitudes about math (2 or 3 questions)
      i. What makes someone good at math?
      ii. Can everybody be good at math? Why do you think that?
      iii. How can someone who is not good at math become good at math? How?
      iv. What is math good for?
      v. When do you use math?
      vi. What do you notice about other students who you think are good at math?
      vii. When do you use math outside of school and homework?
      viii. When do grownups use math?
      ix. Are you good at math? Why/why not?
      x. How do you feel when you take a timed test (for math fact fluency)?
   b. Typical Math Environment (1 question)
      i. Describe your math class. What was math time like?
      ii. What tools did you use in math class?
      iii. Who talked the most about math? The teacher or the students?
Interview Assignment
Due Friday, July 19, 2013

c. Math activity (1 question)-at least one question should be a math activity based on early numeracy development or understanding of operations. Think about tools/manipulatives you may need (calculator, paper, pencil, blocks, etc.)
   i. Formative Assessment throughout chapters 8-12
   ii. Activities throughout chapters 8-12
   iii. You can adapt these to meet your needs. Think of work they have been doing in summer school to help.
   iv. You may also create one of your own, with feedback from Holly or Melissa.
   v. Make sure you ask them to explain their reasoning.

Product: The paper should include:
1. Interview protocol: What questions are you asking and why?
2. Your analysis of student responses. The following questions may be helpful:
   a. Thinking about what we've read and discussed thus far in class, what have you learned about the students, their abilities and their experiences from this interview?
   b. As a teacher, how would you address each of these?
   c. Are there any patterns or themes among student answers?
   d. Are there misunderstandings that need to be addressed?
   e. What do students seem to know?
   f. What steps would you take with these students in future instruction?
   g. How do you think the classroom environment affects students' attitudes?
   h. How do you think students' attitudes affect their success in learning mathematics?
3. 12-point font, no more than 10 pages, double spaced, emailed to both Holly and Melissa.
Assignment Instructions

Draft #1 - Due Tues 2/28
1. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Complete:
   a. Unit Overview/Class Context
   b. Unit Objectives/Goals
   c. Unit Assessment Plan
   d. → you may omit the California Standards until Draft #2
3. Self-evaluate your work by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to provide the commentaries at this point.
4. Email both instructors this draft to demonstrate completion. You will receive feedback in class from colleagues and instructor.
5. Bring in an actual hard copy to class to help your colleagues to give you feedback

Draft #2 - Due Tues 3/6
1. Revise previous sections.
2. Complete:
   a. Unit Learning Plan
   b. Five-Step Lesson Plan Overview
   c. Comprehensible Input Introduction Task & Materials, to be taught (not other tasks yet)
   d. California Standards in the overview that you may have omitted under Unit Objectives
3. Update your self-evaluation in the Scoring Rubric.
4. Email both instructors this draft to demonstrate completion. You will only receive formal feedback on the Comp. Input presentation, but you may arrange to meet instructors during after-class office hours.

Draft #3 - Due Tues 3/20 (week after class ends)
1. Revise previous sections.
2. Complete:
   a. Develop/submit remaining required tasks (GP, IP, Asst)
3. Provide formal commentaries in the Scoring Rubric as indicated.
4. Submit all documents and resources² via email to both instructors, preferably as a single compressed zip file.
5. You will get feedback from instructors later via email (by 3/27).

² Submit digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, give a brief summary of the content and any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF version is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual "scan"). Please save each individual file using a file name that includes the name of the activity it accompanies (“Colors_of_Robertos_clothing.doc”).
You'll receive one final “official” score when all drafts are complete.

The score will be assigned holistically:

<table>
<thead>
<tr>
<th>Holistic Grade Translation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All scores within “Meeting” and “Exceeding” range = 8.7 to 10 (B+ to A+)</td>
</tr>
<tr>
<td>- A few scores within “Lacking” range = 7.8 to 8.3 (C+ to B-)</td>
</tr>
<tr>
<td>- A number of scores in “Lacking” range or below = 0 – 7.2 (No Credit to C-)</td>
</tr>
<tr>
<td>- Resubmission may be required, with a maximum revised score of C.</td>
</tr>
<tr>
<td>- Instructors may require resubmission if any scores fall under “Not evident” or if submission is otherwise incomplete.</td>
</tr>
</tbody>
</table>

### Evaluative Categories and Criteria

<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
<th>Initial Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
</tr>
<tr>
<td></td>
<td>Somewhat/Lacking</td>
</tr>
<tr>
<td></td>
<td>Mostly/Adequate</td>
</tr>
<tr>
<td></td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlight your anticipated score/standard (Yes/Mostly…). For the final draft, provide a commentary to explain how you believe you’ve met the criteria for indicated categories. Your level of detail should be guided by the general length guidelines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
<th>Approaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
</tr>
<tr>
<td></td>
<td>Somewhat/Lacking</td>
</tr>
<tr>
<td></td>
<td>Mostly/Adequate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>No commentary required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
<th>Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>No commentary required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>No commentary required.</td>
</tr>
</tbody>
</table>
3. Unit and lesson planning are clearly rooted in the philosophy of backward design:
   a. Define learning goals
   b. Design assessments of evidence of goals
   c. Design learning plan designed for success on assessments.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

4. Materials are free of language and content errors (English and target language) and are well polished (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>No commentary required.</th>
</tr>
</thead>
</table>

5. Unit overview and lesson plans are complete and can be clearly understood by another teacher. Individual tasks can be clearly followed by another teacher.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>No commentary required.</th>
</tr>
</thead>
</table>

6. Drafts show progressive improvement and submission shows attention to all instructor feedback and peer collaboration.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Medium (2-3 short paragraphs)</th>
</tr>
</thead>
</table>

7. Unit, lesson, tasks and accompanying commentaries demonstrate sound knowledge of research/theoretical framework/principles regarding the process of language acquisition and effective teaching strategies as connected to language and cultural/content objectives.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Longer (half to full page)</th>
</tr>
</thead>
</table>

Focus and Balance

8. Unit and lesson’s overall design connects to and realistically builds towards stated objectives. There is sufficient input/practice for students to meet stated objectives.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

1425
9. The unit and lesson’s tasks focus on **multiple dimensions** of language acquisition through clear **connections** among vocabulary/language functions/structures/text types and a **balance** of the four skills (L/R/S/W) and communicative modes in context.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. LLC III / IV only: Curriculum and tasks are designed to help students develop **academic language**.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Unit’s instruction integrates the development and assessment of **cultural/content understanding** and/or knowledge. It demonstrates some awareness of or attempts at critical pedagogy.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sequencing and Scaffolding**

12. Lesson’s progression of tasks is organized **coherently** and **cohesively** to guide students to build fluency and accuracy in their communicative proficiency. Individual tasks are sequenced using **scaffolding** or other structured support⁴ to guide students successfully through the tasks.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (2-3 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Curriculum is made accessible and meaningful to the students in the class through **tailoring** or **differentiation** with respect to prior levels of language acquisition, experiential backgrounds/interests, and/or for students with identified educational needs

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (2-3 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

---

³ Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work, etc..
<table>
<thead>
<tr>
<th>14. Assessment plan is likely to yield <strong>convincing evidence</strong> as to whether students have met all unit objectives: communicative proficiency, cultural/content understandings, etc.</th>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>Medium (2-3 short paragraphs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Assessment(s) are organized cohesively and assess a balance of the <strong>multiple dimensions</strong> of language acquisition (skills/modes, communicative functions/vocabulary/structural accuracy/text types, etc.)</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>Brief (2-3 sentences)</td>
</tr>
<tr>
<td>16. Learning tasks provide students <strong>opportunities</strong> to develop proficiency in what is actually being assessed.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>Brief (2-3 sentences)</td>
</tr>
<tr>
<td>17. Teacher provides a balance of <strong>feedback</strong> to students and students periodically <strong>self-assess</strong> progress and <strong>reflect</strong> on feedback</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>Brief (2-3 sentences)</td>
</tr>
</tbody>
</table>
Unit Title: __________________

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions of a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Unit Overview
Give a paragraph-length overview of your unit’s goals and any key tasks or assessments.
____________________________________________________

Class context
Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?
___________

Describe if you have any students that may benefit from any accommodations, adaptations, or other attention (students with IEPs/504 plans, HL learners, EL learners, GATE students, etc.):
___________

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?
___________
Unit Objectives

Map out your unit goals in the tables below. Throughout your unit, you will be expected to assess the goals you list below. However, if you have any goals that you don’t expect students to fully master or are simply for the sake of exposure, which you will not formally assess, please indicate so: “Students will be exposed to… / Students will become familiar with…”

<table>
<thead>
<tr>
<th>Primary Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>What current/newer communicative functions will students be able to do (communicate) in the target language by the end of this unit? What type of language structures or text types will students use to communicate these functions? Be sure to include all three communicative modes, to varying degrees.</td>
</tr>
<tr>
<td>Frame these as goals: “Students will be able to [function] using [language structure/text type]”</td>
</tr>
<tr>
<td>• Students will be able to understand the week’s weather by listening to a radio report. (interpretive)</td>
</tr>
<tr>
<td>• Students will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过去常常. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to describe theirs and others’ personalities using the verb “ser” with correct noun-adjective agreement in number and gender. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to describe theirs and others’ personalities using he 聰明 (Subject+ adverb+ adjective) (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to give health advice to others using the subjunctive. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to give health advice to others using structures like 你有頭痛，也許你應該採取一些阿司匹林 你累了，休息一下。 (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to demonstrate understanding of the main ideas and most details in extended discourse* (newspaper articles) on the topic of immigration. (interpretive)</td>
</tr>
<tr>
<td>• Students will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases*. (presentational)</td>
</tr>
<tr>
<td>What previous/older language, if any, are you purposefully recycling back in for reinforcement?</td>
</tr>
<tr>
<td>• _________</td>
</tr>
<tr>
<td>• _________</td>
</tr>
<tr>
<td>• _________</td>
</tr>
</tbody>
</table>

Teachers of LLC III & IV: which of the above goals promote academic language development? Mark each with a double star (**).

<table>
<thead>
<tr>
<th>Content / Cultural Goals for Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
</tr>
<tr>
<td>What big idea will students explore in this unit?</td>
</tr>
<tr>
<td>_________</td>
</tr>
</tbody>
</table>

**Essential Questions**

What provocative questions will foster inquiry, uncoverage, understanding of big ideas, transfer of learning, and contextual glue for knowledge/skills?

- _________
- _________
- _________

**Understandings:**

What understandings are desired? Be sure to consider a variety of facets: Explain - Interpret - Apply - Perspective - Empathy - Self-Knowledge

- Students will understand that…
- Students will understand that…
• Students will understand that…

Which misunderstandings, if any, are predictable that you will need to actively address?

• __________
• __________

### Cultural / Content Knowledge Goals

What key knowledge or “facts”, if any, will students attain as a result of this unit? Examples: Knowledge that enables/equips students to demonstrate or attain understanding, key terms, facts such as when a dynasty began/ended, ingredients in dishes typical of a country, where French is spoken in world, religions in Ecuador, names of major cities in the country

• __________
• __________
• __________

### Other Objectives (if any)

What other skills will students develop or goals do you have, aside from those captured above? Examples: study skills, rules for participating in a Socratic discussion, technology skills such as run a spell check, cite a source, insert an image, etc.

• __________
• __________
• __________

### California WL Standards Addressed

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Communication (with functions)</th>
<th>C. Cultures</th>
<th>D. Structures</th>
<th>E. Settings</th>
</tr>
</thead>
</table>

Which Calif. WL standards are addressed in your unit? Include the actual numbering and text of the standards, adapted to the specifics of your unit:

_________ (you may hold off on naming Calif standards until after you’ve developed the Learning Plan / Draft #2)

_________

_________

_________

_________

_________

_________

_________

_________

\footnote{Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.}
Unit Assessment Plan

✓ You must assess each of your (1) Primary Language Goals, (2) Content / Cultural Goals for Understanding, & (3) Cultural/Content Knowledge Goals (exception: goals above that you list for exposure/familiarity)
✓ Your assessment plan must monitor both production (speaking/writing) and reception (listening/reading) of the Primary Language Goals, in relative balance.
✓ Teachers of students at LLC III or LLC IV will need to include attention to Academic Language.
✓ You may combine or blend different assessment types in a given “test/quiz”, “project”, “presentation”, “essay”, etc. Just make it clear in your descriptions below.
✓ Review the unit’s scoring guide for scoring criteria of your work.

Authentic Performance Assessment(s)
Through what authentic performance task(s) will students demonstrate proficiency in your goals (language, culture, etc.) in a real-life context? Frame the performance task(s) using UbD’s GRASPS model (p159). Add additional box templates for tasks if needed.

| Task Title: ___________________________ |
| Which language and content/cultural unit goals will this particular task allow you to assess? (“Students will be able to… / will understand that…”)
  | • ___________________________ |
  | • ___________________________ |
  | • ___________________________ |

| Goal Role Audience Situation Product(s), Performance, Purpose Standards & Criteria for Success → |
| Evaluative Criteria (a simplified scoring rubric) |
| Criteria you’ll be assessing/evaluating: | How well do students need to perform to meet that particular standard? |
| | ___________________________ |
| | ___________________________ |
| | ___________________________ |
| | ___________________________ |
| | ___________________________ |
| | ___________________________ |
| | ___________________________ |
| | ___________________________ |
| | ___________________________ |

Other Assessment Types
Through what other tasks, if any, (e.g. “traditional” quiz/test, academic prompts, etc.) will students demonstrate achievement of the desired results? Add/delete box templates for tasks if needed.

| Task Title: ___________________________ |
| Which language and content/cultural goals will this particular task allow you to assess? |
| ___________________________ |
| ___________________________ |
| ___________________________ |

| General format of | ___________________________ |

<table>
<thead>
<tr>
<th>Standards &amp; Criteria for Success</th>
<th>Evaluative Criteria (a simplified scoring rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria you'll be assessing/evaluating:</td>
<td>How well do students need to perform to meet that particular standard?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Learning Plan

- Unit Plan should last 2-4 weeks (450min-1200min)
- Review the unit’s scoring guide for scoring criteria.

What sequence of tasks/activities will prepare students to achieve the unit goals on the unit’s formal and informal assessments? In the table below, give a brief description of all activities, coding each with a blending of our traditional Five-Step Lesson and UbD’s WHERETO5 steps/element(s).

<table>
<thead>
<tr>
<th>Activity/Task Title:</th>
<th>Give a simple title to refer to throughout your lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing:</td>
<td>Give an estimate as to how much class time you expect to dedicate to the activity or task (e.g. 10-15min). Please note if any task is intended as homework. If the assignment will be completed at home as homework, please note so (e.g. “15min in class, rest as HW”). Homework will not count toward the unit’s time limits.</td>
</tr>
<tr>
<td>Lesson Step/Elements:</td>
<td>How you organize and make the goals accessible to your students. A given task may serve more than one purpose (e.g. UK, GP).</td>
</tr>
</tbody>
</table>

| W | Helps the students know Where the unit is going and What is expected of them; helps the teacher know Where the students are coming from (prior knowledge, interests) |
| SH | Sets the Stage, Hooks all students, or Holds their interest |
| CI | Provides students with Comprehensible Input connected to Primary Language Goals |
| UK | In an appropriately scaffolded way, helps students experience, explore, and Understand the cultural/content big ideas or essential questions; helps students learn key Knowledge. |
| GP | Provides students with scaffolded Guided Practice toward goals. |
| IP | Provides students with Independent Practice toward goals. |
| AE | An opportunity to deliberately Assess or Evaluate student progress. |
| AL | An opportunity for students to develop their Academic Language skills (only req’d for LLC III / IV) |
| R | Allows students to periodically reflect on or self-assess their progress towards unit or personal goals in a structured way. |

Skills & Modes Addressed: For example: "interpretive listening," “interpersonal speaking & listening," “presentational writing,” etc. If it’s a communicative task, name the mode and skill: interpersonal/interpretive/presentational + L/S/R/W. If it’s non/pre-communicative, such as a drill, just tell the skills involved (L/S/R/W) If in English, just say “English”

Description of Task: Give a brief description of each activity (a short paragraph) to indicate which goals are being addressed. Be sure to explain in general terms what the teacher will be doing and what the students will be doing during the activity, and in what language. Please do not include the detailed procedural instructions here or how you will break up the task. You will explain some of the tasks in greater detail later when you fully design the components.

---

5 The WHERETO elements are introduced in UbD in figure 1.2 on p22 and explained in greater detail in Ch9 “Planning for Learning”, starting on p198

1434
<table>
<thead>
<tr>
<th>Activity/Task Title</th>
<th>Timing</th>
<th>Lesson Step / Element(s)</th>
<th>Skills &amp; Modes Addressed</th>
<th>Description of Task</th>
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<tbody>
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<td>20.</td>
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</table>

**Total length of unit:**
(2-4 weeks ≈ 450min-1200min)
Five-Step Lesson Plan Overview

Five-Step Lesson: From the larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. The primary focus of the lesson should be on communicative proficiency.

Fully Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out five components/tasks/activities, including all of their respective resources:

✓ One of your Setting the Stage activities
✓ One of your Comprehensible Input Presentation activities
✓ One of your Guided Practice activities
✓ One of your Independent Practice activities
✓ One Summative Assessment/Evaluation with Student Reflection

Specific Required Elements:
✓ Include, to varying degrees, all four skills: listening, reading, writing, speaking.
✓ Your assessments should include both receptive and productive skills.
✓ Include some degree of tailoring or differentiation in one or more tasks for students with identified educational needs
✓ LLC III & IV teachers must include the teaching of Academic Language in your task(s) at some point

Five-Step Lesson Objectives

<table>
<thead>
<tr>
<th>Primary Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>What current/newer communicative functions will students be able to do (communicate) in the target language by the end of this Five-Step Lesson? What type of language structures or text types will students use to communicate these functions? What specific vocabulary or phrases will they acquire? Give a specific list.</td>
</tr>
<tr>
<td>Frame these as goals: “Students will be able to [function] using [language structure/vocabulary]”</td>
</tr>
<tr>
<td>Students will be able to…</td>
</tr>
<tr>
<td>Students will be able to…</td>
</tr>
<tr>
<td>Students will be able to…</td>
</tr>
<tr>
<td>What previous/older language, if any, are you purposefully recycling back in for reinforcement?</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td>Teachers of LLC III &amp; IV: which of the above goals promote academic language development? Mark each with a star (*).</td>
</tr>
</tbody>
</table>

Other Goals

Which of the larger unit’s content/cultural/other goals or skills will students be developing in this Five-Step Lesson? (Note: It is not expected that students will be able to demonstrate mastery if the unit will not yet have ended.)

__________

__________

Five-Step Lesson Assessment Plan
Describe the nature of the evidence that you will use over the course of the entire lesson and explain how it will allow you to assess your students' progress in each of the stated lesson objectives, both the primary language goals and the content/cultural goals. These may be formative assessments that will help you to alter instruction within a single day's lesson or for subsequent days, or they may be summative assessments that allow you to formally determine the extent to which students have met all of your stated goals for the learning segment: checks for understanding, monitoring around the class, reviewing written student work, showing of hands, formal tests, presentations, etc. Please copy and paste any of the boxes of assessment task descriptions from the Unit Assessment Plan.

---

**Five-Step Lesson Sequence of Tasks**

Which tasks/activities fall within this Five-Step Lesson learning segment? Please copy and paste the entire series of tasks (including their descriptions) from the Unit Learning Plan above.

---

**Five-Step Lesson Materials/Resources**

Give a simple list of all instructional materials needed to teach this entire 3-5 hour learning segment/lesson (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.).

- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______

---

Regardless of whether you choose to use formative assessments, a formal summative assessment, or a combination, you must employ an assessment plan that gives you confidence that your students have met your communicative goals. This must fit into the short window of 3-5 hours, so make sure your goals are not overly ambitious to teach and assess in that short time frame of 3-5 hours.
Setting the Stage & Comprehensible Input Introduction Presentation

Task Title: _____________

- Introduce one (or more) language functions and text types to students in cultural context.
  - **function**: The ability to carry out tasks with language. May be receptive (listening and reading) or productive (speaking or writing).
  - **text type**: The form of the message produced or received (oral and written words/formulas, sentences, paragraphs, extended discourse).

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New</strong>: What <strong>communicative function</strong>(s) will students be acquiring in the target language during this introduction? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.</td>
<td></td>
</tr>
<tr>
<td><strong>Old</strong>: What previous language, if any, are you recycling back in for reinforcement?</td>
<td></td>
</tr>
</tbody>
</table>

**Other Objectives** (if any)

What other **content/cultural/other** goals or skills will students be developing in this task?

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

- 
- 
- 

Setting the Stage and Comprehensible Input Presentation Overview

Give an expanded description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation. In your description, be sure to include:

- estimated duration of the Setting the Stage and full Comprehensible Input Presentation
- how you’ll ensure that the target input is comprehensible
- the organization, stages, breaks, or steps within your presentation
- any planned interactions with or between students
- your planned checks for understanding
- what the teacher and students will be saying/doing
- a representative sample of the script of the actual input and/or interactions

---

7 Tip: Be realistic about how many words/phrases students can acquire at a time. In an average-length CI presentation of 15min, students might only be expected to acquire 7-10 words/phrases, depending upon whether words are cognates or otherwise easily comprehensible.

8 This is to give the reader a general sense. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and natural referring to a set of bullet points of the presentation or notecards to improvise around.
In-Class Teaching Demonstration

For your demo in C&I, you should come fully prepared with all materials (visuals, enough handouts, PPT, etc.) as if you were actually teaching your class. If you need access to class technology, be sure to show up early to test your computer, speakers, etc. ahead of time. If, in the interest of time, you’d prefer to only teach your “Comprehensible Input” to C&I, you are welcome to simply explain what you’d have students do for “Setting the Stage” rather than “teach” it to us. Please review the Scoring Rubric below to see how your work will be evaluated. You will be primarily scored on your actual teaching demo in class, but be sure to send both of your instructors a completed digital copy of this document before the start of class. It is highly recommended that you rehearse/practice your presentation in small groups ahead of time to work out as many inevitable “kinks” as possible.

When we give our demos in class, we’ll roughly adhere to the following format:
1. 5min: Give each C&I classmate and instructor a hard copy of these Comp. Input lesson docs, including scoring guide. Give class a brief overview of your unit and this presentation’s specific goals.
2. 10-15min: Teach your lesson.
3. 10min: Get class feedback

Scoring Rubric for Comprehensible Input Presentation Demonstration

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness &amp; Professionalism</td>
<td>0</td>
<td>2</td>
<td>4 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher is prepared with all required materials and has clearly rehearsed the instruction.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Language and content is error-free and polished.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Teacher introduces one or more language functions and text types to students in cultural context.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Promotion of Acquisition</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Introduction is likely to promote acquisition of communicative proficiency in goals by...</td>
<td>✔ providing input that is comprehensible but just beyond students’ current level (i + 1)</td>
<td>✔ providing a substantial quantity of input (recontextualization, repetition, etc.)</td>
<td>✔ maximizing conditions for communicative intent (engaging, low anxiety, interaction, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directing/Monitoring</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
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<td></td>
</tr>
<tr>
<td>Teacher gives clear directions, engages learners, and responds to students by <strong>checking</strong> for understanding.</td>
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<td></td>
</tr>
<tr>
<td><strong>checking</strong> for understanding</td>
<td></td>
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</tbody>
</table>
Guided Practice Task Lesson Plan

Task Title: ______________

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New:</strong> What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.</td>
</tr>
<tr>
<td>______________</td>
</tr>
<tr>
<td><strong>Old:</strong> What previous language, if any, are you recycling back in for reinforcement?</td>
</tr>
<tr>
<td>______________</td>
</tr>
<tr>
<td><strong>Other Objectives (if any)</strong></td>
</tr>
<tr>
<td>What other content/cultural/other goals or skills will students be developing in this task?</td>
</tr>
<tr>
<td>______________</td>
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</tbody>
</table>

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

_________

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

- __________
- __________
- __________

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying
- any ways you may tailor or differentiate instruction for particular students.

_________
Independent Practice Task Lesson Plan

Task Title: ________________

Task Objectives

Language Objectives

New: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.

_______

Old: What previous language, if any, are you recycling back in for reinforcement?

_______

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

_______

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

_______

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

• ______
• ______
• ______

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying
✓ any ways you may tailor or differentiate instruction particular students.

_______
Summative Assessment/Evaluation
with Student Reflection

Task Title: _______________

→ Goals/standards/criteria for this assessment are in the Five-Step Lesson’s Overview above.

Task Materials/Resources

Give a simple list of the instructional materials needed for the assessment: the assessment itself, scoring rubric/guide, for feedback, for student reflection. Develop/submit all materials.

• __________
• __________
• __________
• __________
• __________
• __________

Assessment Task Sub-Steps

Give a detailed description of the implementation of this assessment task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Clear your desks, take our a blank sheet of paper, and your pens/pencil,” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”, “Sign up for presentation order on the board.”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ what both the teacher and students will be doing/saying
✓ whether students are allowed to use any notes, reference, visuals, or support.⁹
✓ any ways you may tailor or differentiate the assessment for particular students.

Assessment Feedback and Reflection

Explain how:

✓ you as a teacher will provide feedback to each of your students: what they have done well, guidance for improvement, etc.
✓ students will be required to self-assess and reflect on the teacher feedback

⁹ Be careful about how any support may affect how reliably you can assess students’ genuine acquisition of language proficiency or demonstration of understanding or knowledge. On the other hand, keep in mind what kind of ‘support’ might ordinarily be available in a real-life context.
Technology Inventory at Placement

Please complete and submit/email this inventory digitally. Give brief answers, and feel free to change any formatting as long as all prompts are addressed. You will receive full credit (10/10) for a complete assignment and will only receive feedback if there are any instructor concerns.

What is the purpose of this assignment?
- For you to get a sense of your students’ personal access to technology and pre-existing skills.
- For you to catalog the instructional resources at your disposal, as well as any limitations.
- For you to appreciate the myriad considerations when getting to know your new school and students next year.

A. Student Technology Skills
   How many of your students...
   1. Have the basic skills to use a computer? Mac or PC?
   2. Feel comfortable using a word processor with minimal guidance?
   3. Know how to use presentation software such as Powerpoint with minimal guidance?
   4. Have a school-appropriate email address?
   5. Know how to upload and download files on the web and can attach files in an email?

B. Student Access to Technology Outside of Class Time
   How many of your students...
   1. Have access to a working computer at home?
   2. Have access to the internet from home?
   3. Have access to a working printer at home?
   4. Are prohibited by their parents/guardians from using the internet, uploading pictures of themselves, etc.?
   5. Find this out for your students: Where would students find public access to internet-enabled computers with a printer outside of class time, either on campus or in the community? (Place, hours, etc.)

C. Teacher Technology Access at Placement:
   1. What type of presentation tools do you have access to as a teacher? (document camera, LCD projectors, DVD players, overhead projector, etc.)
   2. What type of school access is there to digital cameras, video recording, and audio recording? Editing software for these?
   3. How do you get access to these tools?
   4. If you have a tech issue that you need help with, to whom do you solicit help? How quickly does your CT think you would be able to get such help from any school personnel?

D. Computer Lab Access at Placement:
   1. Number of computer labs?
   2. Separate lab (a room) or portable lab (cart)?
   3. Number of computers?
   4. Number of students in your largest class?
   5. Mac or PC?
   6. Do students need a special log-in name/password to access school computers? How can the teacher make sure students who have forgotten their log-in info can still use the computer?
   7. Number of fully functional computers with working keyboards (with all necessary keys), mouse, monitor?
   8. Number of computers with sound output and video capabilities?
   9. Number of computers with internet connection?
   10. Does lab have a networked printer for students to print on?
   11. Does lab have an LCD projector?

1 Collect this information formally or informally, but be sure to be sensitive to students who may not feel comfortable publicly exposing their access to or knowledge of tech resources.
12. What word-processing software (e.g. Microsoft Word) does the lab have? How updated is the software? Are students allowed to change language settings, such as for running a spell check?

13. What presentational software (e.g. Microsoft Powerpoint) does the lab have? How updated is the software?

14. Do you have access to audio recording equipment such as microphones and headsets? (hint: ask AP teacher)

15. Are the installed web browsers capable of using Google Docs?

16. How does a teacher reserve a lab?

17. How much ahead of time does your CT recommend you reserve the spot for the lab (due to limited availability)?

18. Does your school have a special language lab? What special capabilities does it have that would be useful for your classroom?
Seating Chart and Differentiated Task(s)

This is an individual assignment. You will develop two linked items:

1. a coded seating chart of your students who require special considerations or have identified educational needs.
2. one or more fully-developed [this is contradicted below] activities/tasks that showcase your ability to differentiate your instruction according to your students’ needs.

Assignment Instructions
Due: Tues, 2/21
1. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. When you are done with the assignment, self-evaluate your work as a group by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric.
3. Save any file using a file name that includes your last names.
4. Provide a digital or hard copy of the seating chart. Email both Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a digital copy of the differentiated task before the beginning of class.

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism, Preparation, Submission Requirements</td>
<td>0 2 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>Highlight your anticipated score/standard (Yes/Mostly…).</td>
</tr>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are well polished (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>Seating Chart</td>
<td>3. Teacher provides a varied, complex profile of the classroom.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Differentiated Task/Activity</td>
<td>4. Curriculum is made accessible and meaningful to the students in the class through tailoring or differentiation with respect to prior levels of language acquisition, experiential backgrounds/interests, and for students with identified educational needs.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
Seating Chart

Submit a seating chart (hard copy or digital) of the class in your placement that you have most responsibility for. Annotate (by hand or digitally) the students in your class that you believe merit special consideration in your design and delivery of curriculum, instruction, and assessment. Examples: GATE, IEP/504, poor vision, stutters, difficult home life, medical issues, other special considerations, HL, ELL, etc.

- Note: The point is not to showcase the physical layout of your seating arrangement; it is simply a way to give a profile of some of your students.
- In order to protect students’ privacy, please only use initials, not full names.
- You may submit a supplementary commentary if you feel it would help interpret the class profile.

<table>
<thead>
<tr>
<th>stutters</th>
<th></th>
<th>HL</th>
<th>ELL</th>
<th>deaf in left ear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitney</td>
<td>Amy</td>
<td>Hector</td>
<td>Asuna</td>
<td>Kelsey</td>
</tr>
<tr>
<td>José</td>
<td>Xiaoqiu</td>
<td>James</td>
<td>Andre</td>
<td>Neema</td>
</tr>
</tbody>
</table>

IEP: dyslexia, ADHD, GATE
Differentiated Task(s)
Demonstrate your ability to differentiate a task/activity in each of the following ways below. This would ideally be a task that you might teach in your placement. You may design a single task that is differentiated in all of the ways listed, or you may design separate tasks for each type. If you design multiple tasks, duplicate the templates below. You will only give a task overview; you will not be expected to fully develop any materials. There is no limit to the duration of the task/activity. Types of differentiation to include:
- modalities/learning styles/intelligences
- tiering/rigor or HL status
- accommodations or adaptations for a special needs student (see your coding)
- student choice

Class context
Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? Number of students? Other pertinent information?

What relevant prior knowledge, skill, or exposure are your students coming into this task with? (Is this repeated below? (OLD:))

Task Title: _____________

Task Objectives
Language Objectives
New: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.

Old: What previous language, if any, are you recycling back in for reinforcement?

Other Objectives (if any)
What other content/cultural/other goals or skills will students be developing in this task?

Description of Task
Give a description of the activity, explaining in general terms what the teacher will be doing and what the students will be doing during the activity. Be sure to highlight and explain each type of differentiation you will be purposefully implementing.

__________
As you are soon expecting your credential and exploring teaching positions for next year, you are entering a new stage in your own professional development. However, time flies fast, especially when you begin teaching full-time. Therefore, for your final assignment for C&I, you will reflect on your own strengths and areas for growth, and you will create a personal timeline and map of what you think your near and medium-term plans should be for professional growth. While the primary lens for this assignment is as a WL teacher, you may also consider your teaching in a more holistic sense. Please organize and present your plan in any way you see fit, but below is a non-exhaustive list of suggestions. This assignment should be emailed to both instructors by **Tues 3/20**.

**Time frames:**
- by the end of STEP
- by the end of this coming summer
- the weeks immediately before your school starts
- by the end of your first month teaching
- before the end of your 1st year teaching
- before the end of your 2nd year teaching
- etc.

**Goal Areas:**
- target language proficiency maintenance & improvement
- cultural/content knowledge
- improving lesson plans
- differentiate units/lessons
- engaging in professional community (e.g. local, state, nat’l memberships)
- technological skills
- time management and personal sustainability (e.g. sleep, maintaining relationships)
- experiencing other WL teaching methods (TPRS, immersion only, etc.)
- other aspects of teaching
- familiarizing self with new job site: WL program and/or textbook series, school’s larger community
- etc.

**Means of reaching goals:**
- Reading a book/manual, watching a movie
- Attending a professional workshop (local, ACTFL, CLTA, etc.)
- Observing other teachers
- Daily or periodic reflections (student, teacher, etc.)
- Collaborating with other teachers
- Studying/traveling in another country
- Reviewing, again, all the resources we touched upon in STEP, on our syllabus, etc.
- etc.

**Evaluative Criteria**

<table>
<thead>
<tr>
<th></th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

1. Your plan takes both a shorter and longer view of your professional development and considers a variety of goals and means for their achievement.

   - Not evident
   - Somewhat/ Lacking
   - Mostly/ Adequate
   - Yes/Strong

   No commentary required.
Heritage Language Learner Course Scope and HL Task
10% of course grade

You and your classmates (in groups of 2-3) will develop two items tailored to the teacher of heritage language (HL) students. Ideally, each group will have at least one HL learner of the language or someone with experience teaching such a course. You will develop:

1. a heritage language learner course scope
2. a fully-developed activity/task (45-60min) tailored to an HL classroom
   OR
   a fully-developed activity/task (45-60min) made originally for a non-HL (“traditional”) classroom that has been adapted/differentiated for any heritage-language learners also in the course

Assignment Instructions
Due: Tues, 2/14
1. Only one groupmate will submit all materials. Each groupmate will be evaluated the same.
2. Please develop your materials using the templates below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work as a group by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. Additionally, provide the requested commentary.
5. Save file using a file name that includes your last names.
6. Email both Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class. Attach all of the fully developed materials. You do not need to bring in any hard copies.

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 2 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professionalism, Preparation, Submission Requirements
1. You follow all assignment and submission instructions and include required resources/materials.
   Not evident | Somewhat Lacking | Mostly Adequate | Yes/Strong | No commentary required.
2. Materials are free of language and content errors (English and target language) and are well polished (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.
   Not evident | Somewhat Lacking | Mostly Adequate | Yes/Strong | No commentary required.
3. Colleagues collaborate in a professional manner by respecting and challenging each other’s ideas, dividing work equitably, owning the final product, etc.  

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (1-2 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HL Course Scope**

4. Mapping of standards demonstrates an awareness of the variety of strengths and needs of HL learners.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (1-2 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HL Task/Activity**

5. **Focus** Task’s overall design connects to and builds towards stated objectives. Task showcases ability to attend to a variety of needs in HL students.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Sequencing** Task is sequenced using scaffolding or other structured support to guide students successfully through the task.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (1-2 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **Assessment** Assessment plan is likely to yield accurate evidence as to whether students have met task objectives.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (1-2 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Principled Design** Task design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to task objectives.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (1-2 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Heritage Language Learner
Course Scope

Map out the California standards and some examples of interpretations for a year-long course designed specifically for HL learners. You may determine the composition of the language proficiency (connected to LLC) for the target students.

Class context (invented or real)

Range of LLC stage(s) of students in the class? Be sure to refer to the different skills (L/S/R/W). Any other pertinent information?

California WL Standards

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Communication</th>
<th>C. Cultures</th>
<th>D. Structures</th>
<th>E. Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which Calif. WL standards would be included in your class? You will likely need to include standards, in different ways, from different stages of the LLC depending upon your target students and their proficiency in the four skills (L/S/R/W). Include the actual numbering and text for each (30+) relevant standard/sub-standard, and include a few examples of curriculum or instruction. Please feel free to repeat examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. 3.1 Students address concrete and factual topics related to the immediate and external environment, including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Social norms: being invited to a dinner in Spain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Historical and cultural figures, stereotypes: liberators Simón Bolívar and José de San Martín; activists Cesar Chavez and Rigoberta Menchú</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Animals and their habitats: in the jungle, in the desert, in the Himalayas/Andes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. 3.6 Produce and present a written and oral product in a culturally authentic way: telling a scholarship interview committee about language skills background, writing a thank you note after a job interview, writing a review of a short story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. 4.2 Explain similarities and differences in the target cultures and between students’ own cultures: comparing roots of traditions for celebrating independence days in U.S.A. versus in Mexico; researching women’s issues in California and in Guatemala.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 1.1 Use orthography to write words and phrases in context: words spelled with Y or LL, common words that carry an accent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. 3.0 Students use language in informal and some formal settings: out shopping, writing a Facebook comment, at a scholarship interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Heritage Language Learner
Task/Activity

Collaborate in your group to develop:
• a fully-developed activity/task (45-60min) tailored to an HL classroom
  OR
• an fully-developed activity/task (45-60min) made originally for a non-HL (“traditional”) classroom that has been adapted/differentiated for any heritage-language learners also in the course

This activity/task does not need to be connected to the course scope you developed above, and it should showcase your ability to attend to a variety of needs in our HL students. This extended task can be broken into several parts.

Task Title: ______________

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>New: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.</td>
</tr>
<tr>
<td>Old: What previous language, if any, are you recycling back in for reinforcement?</td>
</tr>
</tbody>
</table>

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

• __________
• __________
• __________

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:
  ✓ estimated duration of each step in the task (e.g. 5min)
  ✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
  ✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
- All ways you break down, model, etc. the task
- Any checks for understanding
- If any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- What both the teacher and students will be doing/saying
- Any ways you may tailor or differentiate instruction for different students
Inevitably in our teaching career, we will find ourselves in the difficult situation of, at the last minute, needing to have a substitute teacher cover our class. Part of being a prepared teacher is having a lesson plan and materials in place for just such a contingency. As a class, we will create general enrichment assignments that are appropriate for a given class level, and we’ll share these lessons/activities with our classmates.

**Requirements**  The lesson plan/activity should…

- be a full-developed, self-contained handout that includes clear instructions for completion and submission
- be designed for your assigned LLC level, more or less
- be designed for a single 50min class period (Hint: with a sub trying to manage a class “less is more”)
- be able to be completed at any point in the school year
- not be connected to any particular textbook or program
- be educational and connected to course content (language, culture/content, or both)
- have **clear, uncomplicated** instructions and be **easy to complete** with little or no guidance from the sub or any special resources other than the physical handout (i.e., no videos, overheads, textbooks, etc.)
- have a file name that includes your last name and the target LLC stage (Clothing_Activity_LLC2_SJimenez.doc).

**During class:**
- bring in a hard copy of the assignment for each of your classmates and instructors
- we’ll each give a brief overview of the assignment to our classmates
- we will score each other as a class, giving each other a grade of “pass” or “provisional pass” (needing some revisions) according to the above **Requirements**

**After class** (by Friday):
- email instructors your revised “ready for printing and photocopying” version, which they will post on our course webpage to share

**Before the start of next school year:**
- download and print out a set of your fellow classmates’ lessons
- create a clearly labeled “Sub Folder” with copies of all necessary materials and instructions

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>(Revise)</th>
<th>Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism, Preparation, Submission Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. You follow all assignment and submission <strong>instructions</strong> and <strong>requirements</strong>, including required material(s).</td>
<td>Needs revision</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are <strong>well polished</strong> (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Needs revision</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
Assessment Design

10% of course grade

You and a partner will collaborate on the creation of a summative assessment that demonstrates your ability to formally assess your student’s progress toward stated goals/objectives at the smaller unit level (2-3 weeks). You should assess communicative language goals (both receptive and productive) in context as well as the development of cultural/content understanding. The goals you assess may be from previous goal-setting practice we did in class, brand-new goals, or goals from a unit you may possibly teach in your placement some day. This should be unrelated to the unit we’ll be developing as our final C&I project. Please feel free to design one large, comprehensive assessment task that allows you to assess all of the stated goals, or you may design a set of loosely connected assessment tasks. It is only important that your assessment or collection of connected assessments provide you with convincing evidence of your students’ meeting of each of your goals. Your assessment should be largely contextualized, authentic, and performance-based, following the advice and suggestions in our readings and course discussions. However, you may also judiciously supplement using additional types of assessment if you believe they are useful and valid. For your second draft, you will submit all resources or materials you plan to use (student task descriptions, full rubrics, handouts, PPTs, pages from textbook, etc.)

Assignment Instructions
Due: Tues, 1/31 (Draft One)
1. Only one groupmate will submit materials. Each groupmate will be evaluated the same.
2. Please design your goals and assessment using the templates below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. Additionally, provide the requested commentary.
5. Save file using a file name that includes your last names.
6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class. Bring in as hard copy to discuss with instructors.

Due: Tues, 2/7 (Draft Two)
1. Update all elements from last draft.
2. Email instructors all of the fully developed materials. You do not need to bring in any hard copies.

Class context (invented or real)
Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? Number of students? Other pertinent information?

What relevant prior knowledge, skill, or exposure are your students coming into this new lesson with?

---

1 Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).
Unit Title: __________________

Unit Objectives

Map out your unit goals in the tables below. Throughout your unit, you should assess the goals you list below. However, if you have any goals that you don’t expect students to fully master or are simply for the sake of exposure, which you will not formally assess, please indicate so: “Students will be exposed to… / Students will be familiar with…”. Be careful to be realistic about the number of language and content/cultural goals you could realistically teach and assess in a few weeks’ time.

<table>
<thead>
<tr>
<th>Primary Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What current/newer communicative functions</strong> will students be able to do (communicate) in the target language by the end of this unit? What type of language structures or text types will students use to communicate these functions? Be sure to include both receptive and productive communicative modes.</td>
</tr>
<tr>
<td>Frame these as goals: “Students will be able to [function] using [language structure/text type]”</td>
</tr>
<tr>
<td>Students will be able to understand the week’s weather by listening to a radio report. (interpretive)</td>
</tr>
<tr>
<td>Students will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过去常常. (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to describe theirs and others’ personalities using the verb “ser” with correct noun-adjective agreement in number and gender. (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to describe theirs and others’ personalities using 他很聰明 (Subject+ adverb+ adjective) (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to give health advice to others using the subjunctive. (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to give health advice to others using structures like 你有頭痛，也許你應該採取一些阿司匹林你累了，休息一下。 (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to demonstrate understanding of the main ideas and most details in extended discourse* (newspaper articles) on the topic of immigration. (interpretive)</td>
</tr>
<tr>
<td>Students will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases*. (presentational)</td>
</tr>
<tr>
<td>What previous/older language, if any, are you purposefully recycling back in for reinforcement?</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td>Teachers of LLC III &amp; IV: which of the above goals promote academic language development? Mark each with a double star (**).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content / Cultural Goals for Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
</tr>
<tr>
<td>What big idea will students explore in this unit?</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
</tr>
<tr>
<td>What provocative questions will foster inquiry, uncovery, understanding of big ideas, transfer of learning, and contextual glue for knowledge/skills?</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td><strong>Understandings:</strong></td>
</tr>
<tr>
<td>What understandings are desired? Be sure to consider a variety of facets: Explain - Interpret - Apply - Perspective - Empathy - Self-Knowledge</td>
</tr>
</tbody>
</table>
Students will understand that…
Students will understand that…
Students will understand that…

Which misunderstandings, if any, are predictable that you will need to actively address?
____________
____________

### Cultural / Content Knowledge Goals

What key knowledge or “facts”, if any, will students attain as a result of this unit? Examples: Knowledge that enables/equips students to demonstrate or attain understanding, key terms, facts such as when a dynasty began/ended, ingredients in dishes typical of a country, where French is spoken in world, religions in Ecuador, names of major cities in the country

____________
____________
____________

### Other Objectives (if any)

What other skills will students develop or goals do you have, aside from those captured above? Examples: study skills, rules for participating in a Socratic discussion, technology skills such as run a spell check, cite a source, insert an image, etc.

_________
_________
_________

---

## Unit Assessment Plan

### Assessment Materials/Resources

Give a simple list of all materials needed to implement your assessment(s) (student task descriptions, full rubrics, handouts, PPTs, pages from textbook, etc.).

- ______
- ______
- ______

### Authentic Performance Assessment(s)

Through what authentic performance task(s) will students demonstrate proficiency in your goals (language, culture, etc.) in real-life context? Frame the performance task(s) using UbD’s GRASPS model (p159). Add additional boxes for tasks if needed.

<table>
<thead>
<tr>
<th>Task Title: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which unit goals will this particular task allow you to assess? (“Students will be able to… / will understand that…”)</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

| Goal |
| Role |
| Audience |
| Situation |
| Product(s), Performance, Purpose |

---

1460
### Standards & Criteria for Success

<table>
<thead>
<tr>
<th>Criteria you’ll be assessing/evaluating</th>
<th>How well do students need to perform to meet that particular standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evaluative Criteria (a simplified scoring rubric)

### Other Assessment Types

Through what other tasks, if any, (e.g. “traditional” quiz/test, academic prompts, etc.) will students demonstrate achievement of the desired results? Add/delete boxes for tasks if needed.

#### Task Title: ____________________________

Which unit goals will this particular task allow you to assess?

______________

______________

______________

### General format of task/assessment

______________

### Standards & Criteria for Success

<table>
<thead>
<tr>
<th>Criteria you’ll be assessing/evaluating</th>
<th>How well do students need to perform to meet that particular standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Implementation Plan

How would you introduce, implement, and “administer” the assessment(s)? Give a general description of some logistics, scaffolding, what you/students will be doing, etc.

______________

### Feedback and Reflection

What are some opportunities in the assessment(s) you see (1.) for the teacher to give students feedback and (2.) for students to reflect on their progress?

______________
## Assessment Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism, Preparation, Submission Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are well polished (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>3. Colleagues collaborate in a professional manner by respecting and challenging each other’s ideas, dividing work equitably, owning the final product, etc.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>Medium (1-2 short paragraphs)</td>
</tr>
<tr>
<td><strong>Assessment Design</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assessment plan is likely to yield convincing evidence as to whether students have met all unit objectives: communicative proficiency, cultural/content understandings, etc.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>Medium (1-2 short paragraphs)</td>
</tr>
<tr>
<td>5. Assessment(s) are organized cohesively and assess a balance of the multiple dimensions of language acquisition (skills/modes, communicative functions/vocabulary/structural accuracy/text types, etc.)</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>Brief (2-3 sentences)</td>
</tr>
</tbody>
</table>
Writing Task
10% of course grade

Think ahead to what might be taught in your class some time after 11/29. You are going to plan and teach a 15-50min guided practice or independent practice/extension task that is designed to promote acquisition of writing skills in your students, connected to one or more communicative language functions. The other 3 skills may also be integrated into the task. This should be a task that you would be teaching in about a week or so after the due date of this assignment. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. Your lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. This detail will also help you to remember how to teach it when you have your own class some day in the future. Please also submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.)

Instructions
1. Version 1 due: Tues, 11/15
2. Please design your task using the lesson plan template below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric.
5. Save file using a file name that includes your last name.
6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class.
7. Bring in as hard copy to discuss with classmates.
8. Version 2 due: Friday, 11/18
9. You will get written instructor feedback by our next class, so plan on being able to teach the lesson in your placement after that. If the lesson does not yet meet the standard, you may be asked to resubmit.
10. You may also arrange for in-person feedback with instructor during office hours, if desired.

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Instructions</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Sequecing</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Principled Design</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Quality of Language</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
</tbody>
</table>

1 Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).
Writing Task Lesson Plan

Task Title: ______________

Task Overview

Estimated timing of task:
Give a brief description of the task, including whether it’s intended as guided practice or independent practice/extension:

<table>
<thead>
<tr>
<th>Class context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Language Goal(s)</td>
</tr>
<tr>
<td>What current/newer communicative functions will your students be acquiring?</td>
</tr>
<tr>
<td>What previous/older language, if any, are you purposefully recycling back in for reinforcement?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>California WL Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Objectives (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives, in particular communicative functions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).</td>
</tr>
<tr>
<td>• _________</td>
</tr>
<tr>
<td>2. Submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.).</td>
</tr>
<tr>
<td>➤ Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).</td>
</tr>
</tbody>
</table>

2 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.
Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

Rationale

How does your plan reflect an attention to research/theory/advice regarding effective teaching of language, specific to this task? You are encouraged to refer to A. Omaggio Hadley’s Teaching Language in Context, B. Van Patten’s Implications for teaching, R. Ellis, or other research presented in class or that you might be familiar with. Please give a paragraph-length response.

Collaboration Reflection

Briefly explain how you improved your lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes. Please give a paragraph-length response.

---

Be sure to refer to the Instructional Task Management inventory sheet from class for additional considerations.
Speaking Task
10% of course grade

Think ahead to what might be taught in your class some time after 11/15. You are going to plan and teach a 15-50min guided practice or independent practice/extension task that is designed to promote acquisition of speaking skills in your students, connected to one or more communicative language functions. The other 3 skills may also be integrated into the task. This should be a task that you would be teaching in about a week or so after the due date of this assignment. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. Your lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. This detail will also help you to remember how to teach it when you have your own class some day in the future. Please also submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.)

Instructions
1. **Version 1 due: Tues, 11/8**
2. Please design your task using the lesson plan template below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric.
5. Save file using a file name that includes your last name.
6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class.
7. Bring in as hard copy to discuss with classmates.
8. **Version 2 due: Friday, 11/11**
9. You will get written instructor feedback by our next class, so plan on being able to teach the lesson in your placement after that. If the lesson does not yet meet the standard, you may be asked to resubmit.
10. You may also arrange for in-person feedback with instructor during office hours, if desired.

### Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You follow all submission instructions</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task’s overall design connects to and builds towards stated objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Sequencing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task is sequenced using scaffolding or other structured support to guide students successfully through the task.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment plan is likely to yield accurate evidence as to whether students have met task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Principled Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Quality of Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You professionally present your task and resources by employing polished language (English and/or target language). Plan is complete and can</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
</tbody>
</table>

1 Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).
Speaking Task Lesson Plan

Task Title: _____________

Task Overview
Estimated timing of task:
Give a brief description of the task, including whether it’s intended as guided practice or independent practice/extension:

Class context
Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

Task Objectives
Primary Language Goal(s)
What current/newer communicative functions will your students be acquiring?

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

California WL Standards Addressed
A. Content  B. Communication (with functions)  C. Cultures  D. Structures  E. Settings

Other Objectives (if any)
What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

Task Assessment(s)
Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives, in particular communicative functions.

Task Materials/Resources
Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).

Task Sub-Steps
Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

---

1 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.

2 Be sure to refer to the Instructional Task Management inventory sheet from class for additional considerations.
✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying

Rationale
How does your plan reflect an attention to research/theory/advice regarding effective teaching of language, specific to this task? You are encouraged to refer to A. Omaggio Hadley’s *Teaching Language in Context*, B. Van Patten’s *implications for teaching*, R. Ellis, or other research presented in class or that you might be familiar with. Please give a paragraph-length response.

Collaboration Reflection
Briefly explain how you improved your lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes. Please give a paragraph-length response.
Teaching Reflections
5% of course grade

From the five individual tasks that you will design for your placement this quarter, you will be required to actually teach and reflect on the success of any two or three of those tasks. Teaching and reflecting on two tasks will “Meet the Standard” and teaching and reflecting on three tasks will “Exceed the Standard.” Because you are going to be asked to assess whether all students have met your goal(s) for the task, make sure that you choose a task that will provide you with enough data to reasonably reflect on in detail. It is recommended that you complete the reflection immediately after you teach the tasks, but you will not submit your reflections until the indicated final due date.

Instructions
1. Review the Lesson/Task Reflection prompts and Scoring Guide to see how your responses will be evaluated.
2. Teach 2-3 lessons/tasks in your placement.
3. Copy and paste both the Lesson/Task Reflection prompts and the Scoring Guide below to the end of your original (or updated) documents. Include answers to prompts.
4. Due: 12/6 (Last day of class) Email that new document with a new file name (e.g. CompInputLesson_JChang_REFLECTION.docx) to before the beginning of class.

============== Below should be copied and pasted into original task documents =============

Lesson/Task Reflection Prompts

A. Did your lesson meet its objectives? What worked well and didn’t work well?
   ✓ Consider all aspects of the lesson, including the task design, the resources you used, the actual instruction, classroom management, whether your students met your learning objectives, etc.
   [response of a short paragraph]

B. What evidence do you have that you met your objectives? How do you know what worked and what didn’t?
   ✓ That is, what types of assessment data/evidence is your analysis based on (periodic checks for understanding, student oral responses, answers on a worksheet to a certain question, etc.) If you don’t believe your evidence is conclusive, explain why.
   [response of a short paragraph]

C. Did you notice any patterns among particular groups of students?
   ✓ heritage language students, students with IEPs, ELD students, girls/boys, select individual students, a large portion of the class...
   [response of a short paragraph]

D. If some students didn’t meet your lesson goals, what would be some logical next steps to take as a teacher to address this need?
   ✓ recycle content into a future lesson, reteach from scratch, tutoring, etc.
   [response of a short paragraph]

E. If you could go back and teach this lesson again, how would you improve it?
   [response of a short paragraph]

Scoring Rubric for Teaching Reflections

<table>
<thead>
<tr>
<th>Quantity of Reflections</th>
<th>Initial Stages 0/2/4 pts</th>
<th>Approaching 5/6 pts</th>
<th>Meeting 8.5 pts</th>
<th>Exceeding 9/10 pts</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reflections submitted.</td>
<td>None</td>
<td>One</td>
<td>Two</td>
<td>Three</td>
<td></td>
</tr>
<tr>
<td>Submission Instructions</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Teacher identifies general and specific strengths and weakness of task and instruction.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Assessing Student Learning</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Teacher reasonably interprets data to assess student achievement of task objectives. Teacher considers individual and group patterns of achievement.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Responding to Data</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Teacher identifies logical next steps to help students achieve objectives.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
</tbody>
</table>
Reading Task

Think ahead to what language topics you might teach in your placement some time after this assignment is formally due (see timeline below). You are going to plan and teach a 20-90min guided practice or independent practice/extension activity that is designed to promote acquisition of reading skills. The other 3 skills may also be integrated into the task, but the primary goal of this assignment is to showcase your ability to design a reading activity. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. This task/activity may be your own original design or an adapted version of a task your CT would like you to use. You are encouraged to work with a classmate, if possible.

The lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. Please digitally submit all resources or materials you plan to use (lesson plan, handouts, PPTs, pages from textbook, etc.). Include your name in your filename, e.g. ListeningTask_AirportPhoneCall_PPicasso.docx.

Instructions Timeline
1. Design the first draft of the task and all materials using the lesson plan template below. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Meet with a classmate, CT, or supervisor to solicit feedback. Revise your lesson and fill in your Collaboration Reflection.
3. Self-evaluate your work in the Scoring Rubric by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to add comments.
4. Tues 10/29: Email both instructors copies of the second draft of all materials before the beginning of class.
5. You will get written instructor feedback before our following class. You may also arrange for in-person feedback with instructor during office hours, if desired.
6. By final class: Teach in placement and complete Teaching Reflection.

Scoring Rubric

<table>
<thead>
<tr>
<th></th>
<th>Initial Stages (resubmit)</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6  7 pts</td>
<td>8  9 pts</td>
<td>10 pts</td>
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</tr>
<tr>
<td>You follow all instructions.</td>
<td></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
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<td>Mostly/Adequate</td>
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</table>
Reading Task Lesson Plan

Task Title: Two Radio Broadcasts

Class Context

Class level(s)? Proficiency ranges of students (e.g. Novice-Low, Intermediate-High)? Traditional/heritage learner classroom? City/-name of school? Number of students? Other pertinent information?
The class is a Spanish 1 class of 35 traditional Ss in San Mateo, CA. At this point, Ss are performing in the Novice-Mid level (LLC level 1), relying on memorized words, phrases, and formulas.

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?
Comp. Input lesson on the activities/verbs
Numbers 1-10
Greetings

General Overview of Task

Learning Goal
Ss will be able to understand other’s likes and dislikes of activities in a semi-authentic radio broadcast.

Give a brief description of the task, including whether it’s intended as guided practice or independent practice/application/extension:
Ss listen to two simulated radio broadcasts in Spanish. For the first program, Ss listen to and note down whether interviewed Ss like or dislike doing certain activities. For the second, Ss listen to and order a “Top Ten” list of recommended activities for staying happy during the year. This is guided practice

California World Language Standards

Include the actual numbering and text of the CA standards, adapted to the specifics of your lesson. Assorted examples are given in blue.

| A. Content | A.1.g Ss address leisure, hobbies, and activities |
| B. Communication | Interpersonal Mode None. | Interpretive Mode B.1.2 Ss interpret spoken language by listening to a scripted radio broadcast. | Presentational Mode None. |
| Functions | Productive: speaking/writing None. | Receptive: listening/reading/viewing B.1.5 Ss identify learned words (activities) in scripted texts while listening |
| C. Cultures | Products¹ C.1.1 Ss become familiar with a famous Spanish song and artist Practices² C.1.2 Ss recognize the multilingual nature of Spain C.1.3. Ss recognize musical and linguistic borrowings |
| D. Structures | D.1.0 Ss use phonology to understand words in context D.2.1 Ss use morphology (noun-adj agreement) to produce informal communications |
| E. Settings | E.1.0. Ss use language in highly predictable common daily settings (listening to school announcements). E.1.1 Recognize age-appropriate cultural or language use opportunities outside the |

¹ “what is created by members of the culture, both tangible and intangible, e.g. a house, an eating utensil, a painting, a piece of literature, a system of education, a ritual, an oral tale, a dance” (Shrum & Glisan, p155)
² “patterns of behavior accepted by a society; they represent knowledge of “what to do when and where,” e.g. how individuals address one another, the social strata, the use of space, gestures, mealtime etiquette” (Shrum & Glisan, p155)
### Other Objectives

What other knowledge, understandings, or skills will students develop, aside from those captured in the California Standards above? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, rules for participating in a Socratic discussion, running a spell check, cite a source, insert an image, building classroom community, etc.)

- ____________________________
- ____________________________
- ____________________________

<table>
<thead>
<tr>
<th>Task Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the nature of the assessment evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands, choral response...) and explain how it will allow you to assess your students’ achievement of the stated Learning Goal.</td>
</tr>
</tbody>
</table>

I’ll pause each radio program early on and poll the class on what their responses are to make sure they are on the right track. While Ss are engaged in the each task, I’ll walk around and informally monitor their written responses. For the first broadcast, I’ll cold-call on Ss to give me answers, then I’ll more formally examine their responses for accuracy once they’ve turned it in. For the second broadcast, I’ll cold-call on students to give me the answers for #10, #9, #8, etc. Since this is a basic guided practice, the accuracy of their responses (only one possible answer) should give me information about their current ability to understand the language. Other sample assessment ideas for different tasks:

- “I’ll have all students shout out a choral response on the count of 1...2...3! I’ll check to see how many students each time...”

### Task Materials/Resources

1. Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout title, digital projector, etc.).

   - Own sheet of paper, pen/pencil
   - Realidades Level 1 “Writing, Audio, Video Workbook” ("WAVA"), p13 (digital copy)
   - Digital Projector & Speakers

2. Digitally submit all resources or materials you plan to use: texts, class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the link, a script, or a brief summary of the content. If any files are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).

### Task Lesson Plan Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. Please specify:

- estimated duration of each step in the task (e.g. 5min)
- all ways you break down, model, etc. the task
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your Ss prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B.” “Have your group materials manager bring up your pictures with sentences stapled underneath” If Ss are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, explain so.
- any checks for understanding
- if any part of the task is being conducted in English; otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

---

3 Refer to the Instructional Task Management inventory sheet from class for additional considerations.
Radio Program #1
1. [2min] Teacher tells students to take out their vocab lists and a sheet of paper and give it a full heading, including the title “Programas de radio” in Spanish, direct Ss to copy the table from the worksheet, as projected on the screen: “Copy the table, including names and like/dislike.”
2. [1min] Teacher tells Ss to silently read the instructions for the first broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables.
3. [4min] Play the broadcast, Ss record responses, and stop after the first interviewee. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class Ss students as they complete the table.
4. [2min] Review responses by cold-calling on Ss: “What does Josefina like/dislike to do?”… When done, give Ss a chance to check over their spelling/accents using their vocab lists.

Radio Program #2
1. [1min] Direct Ss to copy down the second table, but they only need to include the letters in the boxes, not actually draw the pictures.
2. [2min] Teacher tells Ss to silently read the instructions for the second broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables. Since the pictures aren’t necessarily clear as to what they represent, teacher, quickly in English, establishes what each represents. Ask students if they’ve heard a Top Ten Countdown before: what order do the number usually go in?
3. [4min] Play the broadcast, Ss record responses, and stop after the first activity. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class monitoring Ss as they complete the table.

Rationale
How does your plan reflect an attention to research/theory/advice/tips regarding effective teaching of language, specific to this task? You are encouraged to refer to Shrum & Glisan, B. Van Patten’s Implications for teaching, R. Ellis, or other research presented in class or that you might be familiar with.

(A response of a few sentences to a paragraph)

Collaboration Reflection
Briefly explain how you improved your task/lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes you made to your lesson.

(A response of a few sentences to a paragraph)

* Speech here is in English for the benefit of all students in C&I. Please use the actual language you’d use in class.
Name: ___________________________

Listening Task

Think ahead to what language topics you might teach in your placement some time after this assignment is formally due (see timeline below). You are going to plan and teach a 10-45min guided practice or independent practice/extension activity that is designed to promote acquisition of listening skills. The other 3 skills may also be integrated into the task, but the primary goal of this assignment is to showcase your ability to design a listening activity. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. This task/activity may be your own original design or an adapted version of a task your CT would like you to use. You are encouraged to work with a classmate, if possible.

The lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. Please digitally submit all resources or materials you plan to use (lesson plan, handouts, PPTs, pages from textbook, etc.). Include your name in your filename, e.g. ListeningTask_AirportPhoneCall_PPicasso.docx.

Instructions Timeline
1. Design the first draft of the task and all materials using the lesson plan template below. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Meet with a classmate, CT, or supervisor to solicit feedback. Revise your lesson and fill in your Collaboration Reflection.
3. Self-evaluate your work in the Scoring Rubric by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to add comments.
4. Tues 10/22: Email both instructors copies of the second draft of all materials before the beginning of class.
5. You will get written instructor feedback before our following class. You may also arrange for in-person feedback with instructor during office hours, if desired.
6. By final class: Teach in placement and complete Teaching Reflection.

Scoring Rubric

<table>
<thead>
<tr>
<th></th>
<th>Initial Stages (resubmit)</th>
<th>Approaching 6 7pts</th>
<th>Meeting 8 9pts</th>
<th>Exceeding 10pts</th>
<th>Comments / Suggestions</th>
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<tr>
<td>Assignment Instructions</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>You follow all instructions.</td>
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Listening Task Lesson Plan

Task Title: Two Radio Broadcasts

Class Context

Class level(s)? Proficiency ranges of students (e.g. Novice-Low, Intermediate-High)? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?
The class is a Spanish 1 class of 35 traditional Ss in San Mateo, CA. At this point, Ss are performing in the Novice-Mid level (LLC level 1), relying on memorized words, phrases, and formulas.

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?
Comp. Input lesson on the activities/verbs
Numbers 1-10
Greetings

General Overview of Task

Learning Goal
Ss will be able to understand other’s likes and dislikes of activities in a semi-authentic radio broadcast.

Give a brief description of the task, including whether it’s intended as guided practice or independent practice/application/extension:
Ss listen to two simulated radio broadcasts in Spanish. For the first program, Ss listen to and note down whether interviewed Ss like or dislike doing certain activities. For the second, Ss listen to and order a “Top Ten” list of recommended activities for staying happy during the year. This is guided practice

California World Language Standards

Include the actual numbering and text of the CA standards, adapted to the specifics of your lesson. Assorted examples are given in blue.

| A. Content | A.1.1.g Ss address leisure, hobbies, and activities |
| Interpersonal Mode | Interpreive Mode | Presentational Mode |
| Interpersonal Mode: None. | B.1.2 Ss interpret spoken language by listening to a scripted radio broadcast. | None. |
| Productive: speaking/writing | Receptive: listening/reading/viewing |
| None. | B.1.5 Ss identify learned words (activities) in scripted texts while listening |

C. Cultures

What aspects of culture do students address in the lesson?

Products

C.1.1 Ss become familiar with a famous Spanish song and artist
C.1.2 Ss recognize the multilingual nature of Spain
C.1.3 Ss recognize musical and linguistic borrowings

Practices

D. Structures

What structures do students need in order to perform the stated functions in the lesson?

D.1.0 Ss use phonology to understand words in context
D.2.1 Ss use morphology (noun-adj agreement) to produce informal communications

E. Settings

In what settings are students being prepared to perform in?

E.1.0. Ss use language in highly predictable common daily settings (listening to school announcements).
E.1.1 Recognize age-appropriate cultural or language use opportunities outside the

1 “what is created by members of the culture, both tangible and intangible, e.g. a house, an eating utensil, a painting, a piece of literature, a system of education, a ritual, an oral tale, a dance” (Shrum & Glisan, p155)
2 “patterns of behavior accepted by a society; they represent knowledge of “what to do when and where,” e.g. how individuals address one another, the social strata, the use of space, gestures, mealtime etiquette” (Shrum & Glisan, p155)
Other Objectives

What other knowledge, understandings, or skills will students develop, aside from those captured in the California Standards above? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, rules for participating in a Socratic discussion, running a spell check, cite a source, insert an image, building classroom community, etc.)

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Task Assessment(s)

Describe the nature of the assessment evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands, choral response…) and explain how it will allow you to assess your students’ achievement of the stated Learning Goal.

I’ll pause each radio program early on and poll the class on what their responses are to make sure they are on the right track. While Ss are engaged in the each task, I’ll walk around and informally monitor their written responses. For the first broadcast, I’ll cold-call on Ss to give me answers, then I’ll more formally examine their responses for accuracy once they’ve turned it in. For the second broadcast, I’ll cold-call on students to give me the answers for #10, #9, #8, etc. Since this is a basic guided practice, the accuracy of their responses (only one possible answer) should give me information about their current ability to understand the language.

Other sample assessment ideas for different tasks:
“In students’ response paragraphs I’ll be checking to see if they start with a topic sentence and follow it with…”
“Looking at which pictures my students circled in the handout will convince me that they…”
“During student conversations I’ll walk around the class. As I monitor students, I’ll be sure to be paying attention to whether they…”
“I’ll have all students shout out a choral response on the count of 1…2…3! I’ll check to see how many students each time…”

Task Materials/Resources

1. Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout title, digital projector, etc.).
   - Own sheet of paper, pen/pencil
   - Realidades Level 1 “Writing, Audio, Video Workbook” (“WAVA”), p13 (digital copy)
   - Digital Projector & Speakers

2. Digitally submit all resources or materials you plan to use: texts, class handouts, overheads, PPTs, etc.
   If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the link, a script, or a brief summary of the content. If any files are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).

Task Lesson Plan Sub-Steps

Give a detailed description3 of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. Please specify:

- estimated duration of each step in the task (e.g. 5min)
- all ways you break down, model, etc. the task
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your Ss prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath” If Ss are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, explain so.
- any checks for understanding
- if any part of the task is being conducted in English; otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

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3 Refer to the Instructional Task Management inventory sheet from class for additional considerations.
Radio Program #1
1. [2min] Teacher tells students to take out their vocab lists and a sheet of paper and give it a full heading, including the title “Programas de radio” in Spanish, direct Ss to copy the table from the worksheet, as projected on the screen: “Copy the table, including names and like/dislike.”

2. [1min] Teacher tells Ss to silently read the instructions for the first broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables.

3. [4min] Play the broadcast, Ss record responses, and stop after the first interviewee. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class Ss students as they complete the table.

4. [2min] Review responses by cold-calling on Ss: “What does Josefina like/dislike to do?”… When done, give Ss a chance to check over their spelling/accents using their vocab lists.

Radio Program #2
1. [1min] Direct Ss to copy down the second table, but they only need to include the letters in the boxes, not actually draw the pictures.

2. [2min] Teacher tells Ss to silently read the instructions for the second broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables. Since the pictures aren’t necessarily clear as to what they represent, teacher, quickly in English, establishes what each represents. Ask students if they’ve heard a Top Ten Countdown before: what order do the number usually go in?

3. [4min] Play the broadcast, Ss record responses, and stop after the first activity. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class monitoring Ss as they complete the table.

Rationale
How does your plan reflect an attention to research/theory/advice/tips regarding effective teaching of language, specific to this task? You are encouraged to refer to Shrum & Glisan, B. Van Patten’s Implications for teaching, R. Ellis, or other research presented in class or that you might be familiar with.

(A response of a few sentences to a paragraph)

Collaboration Reflection
Briefly explain how you improved your task/lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes you made to your lesson.

(A response of a few sentences to a paragraph)

* Speech here is in English for the benefit of all students in C&I. Please use the actual language you’d use in class.
“Five Teachers”:
CT Interview & Four Observations
5% of course grade

Instructions:
- Complete and submit this assignment digitally. Feel free to change any formatting as long as all prompts are included and addressed. You are welcome to give short, informal responses.
- This is due on the last day of class.
- Please email both instructors this assignment when it is complete. You will receive full credit based on completion but will likely not receive much instructor feedback unless there are concerns.

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0</th>
<th>Approaching 7pts</th>
<th>Meeting 10pts</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>Assignment largely incomplete.</td>
<td>Nearly all observations and CT interview are complete.</td>
<td>Observations and CT interview are complete.</td>
<td></td>
</tr>
</tbody>
</table>

A. Cooperating Teacher Interview
Find a time to informally interview your CT regarding the questions below. Please make sure that your CT knows that you are simply interested in understanding his/her philosophy; in no way will we use your CT’s responses to judge or critique during C&I. Also, keep in mind that your CT might not have time for lengthy philosophical discussions! You might want to sit down during a few lunches and ask your CT a few questions each time. It might be a nice gesture to bring your CT lunch, coffee, or cookies on those days. Feel free to record their responses as brief, informal notes, lists, etc. You might consider supplying your CT with the questions ahead of time.

CT’s Name: _______________

1. How has your philosophy of being a world language teacher evolved over your career?

2. Do you believe that teaching grammar can be effective? In what ways?

3. ACTFL recommends teaching using at least 90% in the target language. What are your thoughts on this?

4. What makes you as a teacher feel confident before you step in front of the classroom?

5. What do you think is the appropriate role of “fun” in the classroom?

6. What are some smart strategies you use for maximizing instructional time (efficiency, routines, systems, etc.)?

7. When your students do very well or very poorly on a formal assessment (test, benchmark, presentation, project, etc.), how do you know who (student, teacher, etc.) deserves the credit or the blame?

8. [Please come up with another original question here to ask your CT]

9. [Please come up with another original question here to ask your CT]
B. Four Classroom Observations
It is a good idea to get to know other teachers’ ways of teaching language, content, and managing their classes. Our own personality and style are likely different from our CT’s, and we can’t predict what type of teaching environment we will find ourselves in next year. Also, since we are expected as WL teachers to teach a variety of content in the target language, we should have a sense of the best practices of teachers of other disciplines. Many new teachers hope to observe other teachers in their new school, but they find it very challenging to find the time. You will visit other teachers (with 3 or more years of classroom experience) at your school, your classmates’ schools, or other schools. You may want to observe classes different from yours: upper/lower levels, heritage language classes, mixed level classes, etc. Please observe and take brief notes on:

- **Two teachers (not CT) of your target language**
- **One teacher of another world language**
- **One teacher of another content area**: Social Studies (recommended), English/Language Arts, or other disciplines

**Observation suggestions**
Remember, you want to make a good impression—you may very well find yourself wanting to be hired by this teacher next year. Also, your presentation of yourself reflects both on you and on STEP. It is not easy to be an observer and understand the subtleties and rationale behind the choices another teacher makes. “Teaching language” is a complex skill that involves knowledge of how languages are learned, how to manage a classroom of students, how to stay organized and improvise when needed, how to interact with a variety of student personalities, etc. in a complex context. In short, even though you may be confused by a teacher’s approach or completely disagree with it, think less about “What would I have done differently or ‘better’ in this situation?” and more about “What is useful or instructive about what I’m seeing?” Please frame your observations accordingly.

**Organizing Ahead of Time:**
- Be sure to get your CT’s permission to miss class.
- Ask a potential hosting teacher’s permission to visit at least one week ahead of time, and send a reminder of your visit the day before. Introduce yourself, including telling the teacher that you are from STEP and that you are students of Michael and Helene. If something unexpected comes up and you are not able to observe the class at the agreed time, you need to explain this to the teacher at the earliest convenience.
- Perhaps organize your visits in a small group with other candidates to minimize the impact to the host teachers’ time.
- Pick a teacher who will inspire you to be a better teacher. You want to have a positive learning experience.

**The Day of the Observation**
- Do not show up late! Be prepared to get lost on your way to the school, have trouble finding parking, and trying to find the specific classroom.
- Make sure that you check into the main office of the school before going to the teacher’s classroom. Visitors must sign in at most schools.
- An observer is a guest in the teacher and students’ classroom, so, please be respectful. Arrive a few minutes before the start of class and ask where you can sit.
- Remember that observations are not always easy for the classroom teachers involved. The teacher may want to do extra preparation for that particular day and may not be free to explain and answer many questions. Do not expect the teacher to be free before school, during their prep period, or during lunch.
- Once in the classroom, be as unobtrusive as possible. The teacher may introduce you to the class. If students ask who you are, quietly give a brief response. It may be best to take a non-participatory role during the class instruction; only interact with students if given permission.
- Do not use audio or video equipment. Simply take notes and collect materials that you might be given.
- If time permits, you might ask some questions regarding materials or techniques used.
- Before leaving, make sure that you thank the teacher for letting you visit his/her class. It’s recommended you bring a very small token of your gratitude to the hosting teacher and let the teacher know what you appreciated from your visit.

**After the Observation**
- Send the teacher a brief thank you email for their time. You might want to send him/her a copy of your observation since all teachers appreciate positive feedback.

**Observation #1**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.
**Observation #2**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.

**Observation #3**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.

**Observation #4**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.
Setting the Stage & Comprehensible Input Introduction Presentation
10% of course grade

Think ahead to a set of vocabulary words or expressions that you’d like to teach in your placement some time a week or so after this assignment is formally due (see timeline below). This mini lesson for your placement should last approx. 15-30min, in which you will (1) Set the Stage and (2) provide a Comprehensible Input introduction of language.

After developing your mini lesson, you should rehearse/practice your presentation ahead of time with a colleague (classmate or CT) to work out as many inevitable “kinks” as possible. Next, you will formally demo the first 15min of the lesson in C&I, in order to get more feedback. For your demo in C&I, you should come fully prepared with all materials (visuals, enough handouts for “class”, PPT, etc.) as if you were actually teaching your class. If you need access to class technology, be sure to show up early to test your computer, speakers, etc. ahead of time. Your demonstration in C&I should be largely focused on the Comprehensible Input Presentation. Unless the Setting the Stage step is quite short (2-3min), you are welcome to simply explain what you’d have students do rather than “teach” that step to us.

Please review the Scoring Rubric below to see how your work will be evaluated. You will be primarily scored/evaluated on your actual teaching demo in class, but be sure to send both of your instructors a completed digital copy of this document before the start of class.

Timeline:
1. 10/1: Come in to C&I with a general idea for a set of vocabulary/expressions to teach
2. Develop your mini-lesson and materials
3. Rehearse with colleague and revise. (Recommended)
4. 10/8: Email this document and supporting materials to instructor beforehand, then perform teaching demonstration in C&I. Below is how we’ll roughly divide each candidate’s teaching time:
   a. 5min: Setup/Cleanup break
   b. 5min: Give C&I class brief context of your placement, explain the objectives of the lesson
   c. 10-15min: Teach your lesson.
   d. 5-10min: Reflection and Feedback
5. (By final class: Teach in placement and complete reflection)

Title of Mini Lesson: ____________

Class Context
Class level(s)? Proficiency ranges of students (e.g. Novice Low, Intermediate High)? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

General Overview of Lesson
Give a general overview of this mini-lesson:
Objectives (look at Listening Task...can just use the CA standards table instead?)

<table>
<thead>
<tr>
<th><strong>Language Objectives</strong></th>
</tr>
</thead>
</table>
| **Functions:** What *communicative function*(s) will students be acquiring in the target language during this introduction?  
  Students will be able to understand/tell ______|
| **Vocabulary:** provide an actual listing of target vocabulary\(^1\) or expressions _____ |
| **Grammar/Structure** (if any): which key grammatical forms will be included in the presentation? _____ |
| **Old** (if any): What previous language are you recycling back in for reinforcement? _____ |
| **Other Objectives** (if any)  
  What other *content/cultural/other* goals or skills will students be developing in this task? ______ |

Materials/Resources

Give a simple list of the instructional materials needed for this lesson (e.g. textbook pages 34-35, title of handout, digital projector, vocab cards, vocab list name/link to video, etc.). Develop/submit all materials → see listening task for better version of this.

- ______
- ______
- ______

Lesson Plan

Give an expanded description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation. In your description, be sure to include:

- how you’ll ensure that the target input is comprehensible (visuals, gestures, acting, etc.)
- the organization, stages, breaks, or steps within your presentation
- estimated duration/timing of the lesson steps
- any planned interactions with or between students
- your planned checks for understanding throughout the presentation
- what the teacher and students will be saying/doing
- a representative sample of the script\(^2\) of the actual input and/or interactions

Setting the Stage:


Comprehensible Input Presentation:


---

\(^1\) Tip: Be realistic about how many words/phrases students can acquire at a time. In an average-length CI presentation of 15-30min, students might only be expected to acquire 7-12 words/phrases, depending upon whether words are cognates or otherwise easily comprehensible.

\(^2\) This is to give the reader a general sense of how you plan to introduce the language. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and more natural referring to a set of bullet points of the presentation or notecards to improvise around.
Colleague Feedback Reflection (Recommended)

Briefly explain how you improved your lesson after your practice with your colleague(s). Explain some of the highlights of any changes.

---

Follows assignment instructions?

---

Scoring Rubric for Comprehensible Input Presentation Demonstration

<table>
<thead>
<tr>
<th>Preparedness &amp; Professionalism</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher is prepared with all required materials and has clearly rehearsed the instruction.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Language and content is error-free and polished.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Focus</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Teacher introduces one or more language functions, with a focus on vocabulary acquisition.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>

**Promotion of Acquisition**

Introduction is likely to promote acquisition of communicative proficiency in goals by...

- **✓ providing input that is comprehensible but just beyond students' current level (i + 1)**
  
  Not evident | Somewhat/Lacking | Mostly/Adequate | Yes/Strong |

- **✓ providing a substantial quantity of input (recontextualization, repetition, etc.)**
  
  Not evident | Somewhat/Lacking | Mostly/Adequate | Yes/Strong |

- **✓ maximizing conditions for communicative intent (engaging, low anxiety, interaction, etc.)**
  
  Not evident | Somewhat/Lacking | Mostly/Adequate | Yes/Strong |

**Directing/Monitoring**

Teacher gives clear directions, engages learners, and responds to students by checking for understanding.

Not evident | Somewhat/Lacking | Mostly/Adequate | Yes/Strong |
Standards-Based Unit Overview
20% of course grade

As part of our final project for this quarter, you and a partner will develop the general framework for a standards-based unit. You may establish the class’s current language proficiency level (Novice, Intermediate, or Pre-Advanced) level, and we will assume that the class takes place in our culturally and linguistically diverse Bay Area. The unit’s length is open, but we traditionally conceive of units for 2 - 4 weeks of class time. Please use a level of detail similar to the Learning Scenario examples from your language’s ACTFL standards chapters. You will primarily be mapping the unit to the national ACTFL standards, but you will also cross-reference to the California Standards. Be sure to review the Scoring Rubric below to see how your work will be evaluated.

Submission Instructions:
✓ 1st draft due: Wed, 7/10:
   → Bring in four hard copies to class
✓ 2nd draft due: Fri, 7/12:
   → Bring in 15 hard copies to share and present with class
✓ 3rd draft due: Sat, 7/13, 11:59pm: Entire assignment complete.
   → Email both instructors a digital copy. Please save file using a name that includes your last name(s), e.g. HonoringFamilyUnit_RodriguezRobinson_1314.docx

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0 2 4 pts</th>
<th>Approaching Standard 5 6 pts</th>
<th>Meeting Standard 7 8 pts</th>
<th>Exceeding Standard 9 10 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Instructions</td>
<td>You follow few directions.</td>
<td>You follow most directions.</td>
<td>You follow all directions, with perhaps very minor exceptions.</td>
<td>You follow all directions.</td>
</tr>
<tr>
<td>Fulfillment of Requirements</td>
<td>Your overview of the unit is lacking a number of requirements.</td>
<td>You provide a class context and brief overview of your unit.</td>
<td>You provide a complete class context and overview of your unit.</td>
<td>You provide a complete class context and overview of your unit with appropriate detail.</td>
</tr>
<tr>
<td>Application of Standards</td>
<td>Although you show some understanding of the standards, you need to better familiarize yourself with them.</td>
<td>You interpret and apply many of the standards well, but you need to review them to enrich the unit.</td>
<td>Your interpretation and application of the standards is mostly complete and accurate.</td>
<td>You accurately interpret and apply all required standards.</td>
</tr>
<tr>
<td>Quality of language (English &amp; TL)</td>
<td>Your language is frequently difficult to comprehend, or errors in grammar or language conventions may be quite distracting to the reader.</td>
<td>Your language is mostly comprehensible. Issues in clarity, grammar, or conventions of language may detract from your message.</td>
<td>Your language in comprehensible and conveys your message. It may at times lack clarity or have minor issues in grammar or conventions of language.</td>
<td>You express your thoughts well by using clear language, having strong grammatical control, and by accurately following conventions of presentational language (spelling, capitalization, punctuation, etc.)</td>
</tr>
</tbody>
</table>
Unit Title: _____

Class context
(class grade level(s), proficiency range(s) of students, traditional or heritage learner classroom, Bay Area, etc.)

Unit Overview

<table>
<thead>
<tr>
<th>National Standard (5C’s)</th>
<th>How does your unit address this standard?</th>
<th>California Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>1.1 oral conversation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 interpretive reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 interpretive listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 presentational speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 presentational writing</td>
<td></td>
</tr>
<tr>
<td>Cultures</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>Comparisons</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Communities</td>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.2</td>
<td></td>
</tr>
</tbody>
</table>

Note: for the purposes of this unit plan assignment, please address all of the national standards, even if in your actual teaching practice this might not be realistic for each unit you teach. Also, you do not need to include all of the Calif standards; just cross-reference them when you are done (e.g. Content 3.1.b, Structures 1.2)
From your larger unit, select one or more **communicative functions** to teach to your students using the 5-Step Lesson Plan sequencing. Envison a lesson that might realistically be taught in about a week’s worth of time (3-5 hours, more or less). As you develop this lesson, be sure to go back and revise your larger unit if there are relevant changes. Follow the 5-Step Communicative Lesson Plan in the table below, and be sure to refer to your BAFLP document for help. In planning your lesson you may follow the strict order of the lesson steps, or you may choose to judiciously break up and weave them. You do not need to actually find or create resources or materials for your lesson activities! When you are done, respond to the rationale prompt that asks you to connect theory to practice, and review the Scoring Rubric to see how your work will be evaluated.

**Mandarin teachers: please give simple translations for your instructors, when needed.**

### Submission Instructions:
- **1st draft due:** Thurs, 7/11: Goals complete and at least one each of these steps (SS, CI, GP, IP) in Lesson Plan
  - Soft/digital copy is fine
- **2nd draft due:** Fri, 7/12: Lesson Plan complete.
  - Bring in 15 hard copies to share and present with class
- **3rd draft due:** Sat, 7/13, 11:59pm: Entire assignment complete.
  - Email both instructors a digital copy. Please save file using a name that includes your last name(s), e.g. MyFamily_RodriguezRobinson_1314.docx

### Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0 2 4 pts</th>
<th>Approaching 5 6 pts</th>
<th>Meeting 7 8pts</th>
<th>Exceeding 9 10pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submission Instructions</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>You follow all submission instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focus and Balance</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>The language tasks, including assessment, focus on multiple dimensions of language acquisition through clear connections among vocabulary/language functions/structures and the four skills (L/R/S/W) in context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scaffolding</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>The 5-step lesson’s progression of tasks are organized coherently and cohesively to guide students to build fluency and accuracy in their communicative proficiency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Assessment plan is likely to yield useful evidence as to whether students are meeting lesson and task objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Principled Design</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Lesson design and accompanying rationale demonstrate sound knowledge of research and theory on the process of language acquisition and effective teaching principles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quality of Language</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>You professionally present your lesson by employing polished language (English and/or target language).</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Lesson Objectives

Language Goals
What communicative functions will students be able to do (communicate) in the target language by the end of this Five-Step Lesson? What types of language structures or text types will students use to carry out these functions?

Frame these as goals: Students will be able to [function] using [language structure/text type]
- (Please replace these various example goals with your own...)
- Ss will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过去常常. (interpersonal)
- Ss will be able to identify the week’s weather by listening to a radio report. (interpretive)
- Ss will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)
- Ss will be able to describe theirs and others’ personalities using the verb “être” with correct noun-adjective agreement in gender. (interpersonal)
- Ss will be able to describe theirs and others’ personalities using 他很聰明(Subject+ adverb+ adjective) (interpersonal)
- Ss will be able to give health advice to others using the subjunctive. (interpersonal)
- Ss will be able to give health advice to others using structures like 你有頭痛，也許你應該採取一些阿司匹林, 你累了，休息一下。 (interpersonal)
- Ss will be able to demonstrate understanding of the main ideas and most details in extended discourse (newspaper articles) on the topic of immigration. (interpretive)
- Ss will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases. (presentational)

Other Goals
Which of the larger unit’s other content/cultural/other goals or skills will students be developing in this Five-Step Lesson?
- Ss will be able to compare their local public transportation with those in Chile & Spain.
- Ss will be able to collaborate using a Google Doc.
- Ss will be able to articulate the significance of certain numbers in the target culture.
- Ss will be able to identify many French-speaking communities in Africa and the Americas.
- Ss will be able to use shorthand approximations for converting Celsius to Fahrenheit (F = 2 x C + 30)

Lesson Plan Sequence
List and describe the sequence of tasks in the table further below. Please do not concern yourself with actually calendaring out the activities into a Mon-Fri week; just fill in the table with the chronological order of the activities.

Activity/Task Title: Give a simple title to refer to throughout your lesson.
Timing: Give an estimate as to how long you expect the activity or task to take (e.g. 10-15min). If the assignment will be completed at home as homework, please note so here (e.g. 15min in class, finish as HW). Keep in mind the attention level of a high school student!
5-Step Lesson Step: Name the steps (SS/CI/GP/IP/ASS), but feel free to judiciously deviate from the strict 5-Step Plan, if desired. For example, you might decide to break the teaching of your lesson’s target function(s) up. See out PPT lesson for the examples of how this might be done.
Communicative Modes Addressed: Which mode & specific skill (L/S/R/W): “interpretive listening,” “interpersonal speaking & listening,” “presentational writing,” etc. If the task is non/pre-communicative (e.g. verb conjugation drill, copying characters with proper stroke order, repeating words for pronunciation) just state the skill involved: “writing,” “speaking.”
Description of Task: Give a brief description of each activity (a few sentences, perhaps with example). Be sure to explain in general terms what the teacher will be doing and what the students will be doing during the activity, and in what language. You don’t need to include detailed procedural instructions. It will be assumed that activities and texts will be in the target language; please note when this is not the case.

<table>
<thead>
<tr>
<th>Activity/Task Title</th>
<th>Timing</th>
<th>Lesson Step</th>
<th>Communicative Mode</th>
<th>Description of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. What are you giving me? 20min IP interpersonal speaking Ss draw and color two clothing items, then they go around the class offering (orally) the items (e.g. a blue blouse vs. some purple socks) to their classmates, who choose their preferred item (better/worse):

| 13. |
| 14. |
| 15. |

**Total length of lesson:**

*Note: please add/remove rows and resize table as needed.*

**Lesson Assessment Plan**

Describe the nature of the evidence that you will use over the course of the entire lesson and explain how it will allow you to assess your students’ achievement of the stated lesson objectives. These may be formative assessments that will help you to alter instruction within a single day’s lesson or for subsequent days (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands), or they may be summative assessments that allow you to formally determine the extent to which students have met all of your stated goals for the learning segment (e.g. formal tests, presentations).

**Rationale**

How does your lesson reflect an attention to research regarding the acquisition of language and development of communicative proficiency? You are encouraged to refer to B. Van Patten’s *Implications for teaching*, Shrum & Gilson’s key principles, or other research presented in class or that you might be familiar with. Please give a brief response in the length of a paragraph or up to one page, single-spaced.
Visit the websites for the organizations listed below, and investigate the following information for your language. Type the information into the right-hand column of the table below using short answers. Feel free to reformat the table or delete unrelated rows if desired.

1. How do you join? What is the cost? Is there a special rate for student teachers?
2. What are the member benefits, if any (e.g. publications received, discounts on conference attendance)?
3. What professional development opportunities and/or other major events will be sponsored in the near future or just recently (e.g. conferences, summer institutes)? What is the cost? If there are many, just list 1-2 that you find most attractive.

Please bring in a single hard copy, which you’ll submit at the end of the class.

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluative Categories</strong></td>
</tr>
<tr>
<td><strong>Content of response</strong></td>
</tr>
<tr>
<td>Your responses are largely incomplete and require more explanation.</td>
</tr>
</tbody>
</table>

**World Language Professional Organizations**

<table>
<thead>
<tr>
<th>NATIONAL</th>
<th>Investigation</th>
</tr>
</thead>
</table>
| **ACTFL: American Council on the Teaching of Foreign Languages**
www.actfl.org
Vision Statement: Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens, ACTFL is uniquely positioned to lead this endeavor by:
• Meeting the needs of language professionals
• Ensuring a dynamic and responsive organization
• Working proactively through advocacy and outreach
• Working to ensure that the language-teaching profession reflects the racial, ethnic and linguistic diversity of U.S. society
• Promoting research that impacts the development of professional programs and enhances the quality of language teaching and learning. |
| 1. | 2. | 3. |
| **AATF: American Association of Teachers of French**
www.frenchteachers.org
About: As a professional association we seek to address the concerns of our members which include: promoting the study of languages in general and French in particular; facilitating the implementation of national and state standards in the classroom; improving the training of French teachers by encouraging minimum levels of language and cultural proficiency, and exposure to the French-speaking world through study abroad opportunities; creating opportunities and finding resources for practicing teachers to update their skills and improve their teaching; encouraging the use of new technologies in the teaching of French and actively developing materials to support this use. |
| 1. | 2. | 3. |
| **AATSP: American Association of Teachers of Spanish and Portuguese**
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Mission Statement: The American Association of Teachers of Spanish and Portuguese (AATSP) promotes the study and teaching of the Spanish and Portuguese languages and their corresponding Hispanic, Luso-Brazilian and other related literatures and cultures at all levels of education. The AATSP encourages, supports and directs programs and research projects |
| 1. | 2. | 3. |
involving the exchange of pedagogical and scholarly information. Through extensive
collaboration with educators, professionals, and institutions in other countries, the AATSP
contributes to a better and deeper understanding between the United States and the Spanish-
and Portuguese-speaking nations of the world.

CLASS: Chinese Language Association of Secondary-Elementary School
classk12.org
Mission & Vision: a non-profit professional organization that represents all Chinese language
educators at all levels from elementary to secondary schools. CLASS advances and promotes
the teaching and learning of Chinese language and culture at PreK-12 schools in the United
States.

1. To lead and promote the learning and teaching of Chinese in secondary and elementary
   schools in the United States;
2. To encourage effective collaboration and articulation among elementary, secondary and
   college Chinese language instructors;
3. To offer professional development opportunities and training in current teaching
   practices and instructional technology;
4. To foster a national network for exchanging information, ideas, and curricular resources
   related to the teaching of Chinese language and culture.

CLTA: Chinese Language Teachers Association
not to be confused with the other CLTA: California Language Teachers Association
clta-us.org
Mission Statement:
The Chinese Language Teachers Association (CLTA) promotes the study of Chinese language
and culture in an international context. Given the importance of the Chinese speaking world and
its global cultural, social, economic, and political impact, our mission is to promote the Chinese
language as a tool for communication worldwide. As a professional organization, CLTA
represents Chinese language teachers in all educational settings. It supports establishing and
sustaining quality Chinese programs, K-16 articulation, teacher education and professional
development, and research relating to all aspects of teaching and learning about Chinese
languages and cultures. The Association is committed to providing leadership, scholarship, and
service to its members and to all sectors of society.

Goals:
1. Provide leadership to expand the capacity for high quality and sustainable Chinese
   language learning and teaching in the United States.
2. Develop, improve, and strengthen Chinese language and culture instruction
3. Establish a forum for exchanging information, expertise, ideas, experiences, and
   materials.
4. Enhance the growth of the organization via professional service to the field.
5. Foster quality scholarship based on theoretical and empirical research.

REGIONAL

SWCOLT: Southwest Conference on Language Teaching
www.swcolt.org
Description: SWCOLT is a professional organization whose primary purpose is to plan, organize
and supervise an annual meeting for language teachers. In addition, SWCOLT participates in
the professional advancement and development of teachers through scholarships, awards,
publications and advocacy.

STATE

CWLP: California World Language Project
formerly CWLP: California Foreign Language Project
www.stanford.edu/group/CFLP/
Primary Goals:
1. Strengthening of Academic Content Knowledge
2. Development of Teacher Leadership
3. Service to Low-Performing Schools
4. Development of Partnerships with Low-Performing Schools
## Support and Maintenance of Professional Communities and Teacher Networks

<table>
<thead>
<tr>
<th>6. Evaluation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>CLTA: California Language Teachers Association</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>clta.net</td>
</tr>
<tr>
<td><strong>Mission Statement:</strong> To provide support, leadership and vision for quality world language and culture teaching and learning in California.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LOCAL</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>SWLP: Stanford World Language Project</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>formerly BAFLP: Bay Area Foreign Language Project</td>
</tr>
<tr>
<td>No updated webpage</td>
</tr>
<tr>
<td><strong>Description:</strong> BAFLP offers a tiered professional development program series of three levels followed by an invitational leadership strand so teachers participate in long-term professional development in a deep and meaningful way. The programs are also in alignment with the national foreign language content standards to promote student achievement....BAFLP serves all teachers in San Mateo, San Francisco, and Santa Clara counties.</td>
</tr>
</tbody>
</table>

1. will be discussed in class
2. will be discussed in class
3. will be discussed in class

---

Adapted from Shrum & Glisan's *Teacher’s Handbook.*
Within most of the Shrum & Glisan chapters, there are a number of breaks that are signaled in the margin with a key symbol or a question mark. For each break, “Respond” to the key or question. Some responses might be fully answered in a few short words, whereas others may be more extensive. When responding to the readings, try to make connections to the teaching/learning of your target language, when possible, and be sure to note any questions or concerns you might have as well.

- For **key symbols**: first retype the actual text of the key point and “respond” to the key point.
- For **question marks**: “respond” to the question. You do not need to retype the question.

Please type your responses directly into this document. They will serve as your personal reference during any class discussion and will demonstrate to your instructors that you are keeping up with the readings. Please bring in a single hard copy, which you'll submit at the end of the class.

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0</th>
<th>Approaching Standard 4</th>
<th>Meeting Standard 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of response</strong></td>
<td>Your responses are largely incomplete and require more explanation.</td>
<td>You respond to many aspects of the prompts with minimal explanation.</td>
<td>You respond to all aspects of the prompts with some detail or examples. You make some connections to the teaching/learning of your target language.</td>
</tr>
<tr>
<td><strong>Quality of language</strong></td>
<td>Your language is frequently difficult to comprehend.</td>
<td>Your language is mostly comprehensible. Issues in clarity or grammar may detract from your message.</td>
<td>Your language is comprehensible and adequately conveys your message.</td>
</tr>
</tbody>
</table>

**Key Symbols**

<table>
<thead>
<tr>
<th>Key Symbols</th>
<th>Question Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>p20 “Learners are automatic...”</td>
<td>p23</td>
</tr>
<tr>
<td>p20</td>
<td>p29</td>
</tr>
<tr>
<td>p21</td>
<td>etc.</td>
</tr>
<tr>
<td>p23</td>
<td>etc.</td>
</tr>
</tbody>
</table>

*please add rows as necessary*
Reading Response

Shrum & Glisan, *Teacher’s Handbook*, Ch 1

Within most of the Shrum & Glisan chapters, there are a number of breaks that are signaled in the margin with a **key symbol** or a **question mark**. For each break, “Respond” to the key or question. Some responses might be fully answered in a few short words, whereas others may be more extensive. When responding to the readings, try to make connections to the teaching/learning of your target language, when possible, and be sure to note any questions or concerns you might have as well.

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<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching Standard</th>
<th>Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of response</strong></td>
<td>0</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Your responses are largely incomplete and require more explanation.</td>
<td>You respond to many aspects of the prompts with minimal explanation.</td>
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</tr>
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<td>4</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Your language is frequently difficult to comprehend.</td>
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<td>p29</td>
</tr>
<tr>
<td>p21</td>
<td>etc.</td>
</tr>
<tr>
<td>p23</td>
<td>etc.</td>
</tr>
</tbody>
</table>

*please add rows as necessary*
Reading Response
Shrum & Glisan, *Teacher's Handbook*, Preliminary Chapter

Visit the websites for the organizations listed below, and investigate the following information for your language. Type the information into the right-hand column of the table below using short answers. Feel free to reformat the table or delete unrelated rows if desired.

1. How do you join? What is the cost? Is there a special rate for student teachers?
2. What are the member benefits, if any (e.g. publications received, discounts on conference attendance)?
3. What professional development opportunities and/or other major events will be sponsored in the near future or just recently (e.g. conferences, summer institutes)? What is the cost? If there are many, just list 1-2 that you find most attractive.

Please bring in a single hard copy, which you’ll submit at the end of the class.

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluative Categories</strong></td>
</tr>
<tr>
<td>Content of response</td>
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2. 
3. 

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1. 
2. 
3.
Five-Step Communicative Lesson Plan
25% of course grade

From your larger unit, select one or more communicative functions to teach to your students using the 5-Step Lesson Plan sequencing. Envision a lesson that might realistically be taught in about a week’s worth of time (3-5 hours, more or less). As you develop this lesson, be sure to go back and revise your larger unit if there are relevant changes. Follow the 5-Step Communicative Lesson Plan in the table below, and be sure to refer to your BAFLP document for help. In planning your lesson you may follow the strict order of the lesson steps, or you may choose to judiciously break up and weave them. You do not need to actually find or create resources or materials for your lesson activities! When you are done, respond to the rationale prompt that asks you to connect theory to practice, and review the Scoring Rubric to see how your work will be evaluated. Mandarin teachers: please give simple translations for your instructors, when needed.

Submission Instructions:
✓ 1st draft due: Thurs, 7/11: Goals complete and at least one each of these steps (SS, CI, GP, IP) in Lesson Plan
→ Soft/digital copy is fine
✓ 2nd draft due: Fri, 7/12: Lesson Plan complete.
→ Bring in 15 hard copies to share and present with class
✓ 3rd draft due: Sat, 7/13, 11:59pm: Entire assignment complete.
→ Email both instructors a digital copy. Please save file using a name that includes your last name(s), e.g. MyFamily_RodriguezRobinson_1314.docx

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0 2 4 pts</th>
<th>Approaching 5 6 pts</th>
<th>Meeting 7 8 pts</th>
<th>Exceeding 9 10 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Instructions</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Focus and Balance</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Assessment</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Principled Design</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Quality of Language</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
Standards-Based Unit Overview

20% of course grade

As part of our final project for this quarter, you and a partner will develop the general framework for a standards-based unit. You may establish the class’s current language proficiency level (Novice, Intermediate, or Pre-Advanced) level, and we will assume that the class takes place in our culturally and linguistically diverse Bay Area. The unit’s length is open, but we traditionally conceive of units for 2 - 4 weeks of class time. Please use a level of detail similar to the Learning Scenario examples from your language’s ACTFL standards chapters. You will primarily be mapping the unit to the national ACTFL standards, but you will also cross-reference to the California Standards. Be sure to review the Scoring Rubric below to see how your work will be evaluated.

Submission Instructions:

- **1st draft due: Wed, 7/10:**
  → Bring in four hard copies to class
- **2nd draft due: Fri, 7/12:**
  → Bring in 15 hard copies to share and present with class
- **3rd draft due: Sat, 7/13, 11:59pm:** Entire assignment complete.
  → Email both instructors a digital copy. Please save file using a name that includes your last name(s), e.g. HonoringFamilyUnit_RodriguezRobinson_1314.docx

### Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0 2 4 pts</th>
<th>Approaching Standard 5 6pts</th>
<th>Meeting Standard 7 8pts</th>
<th>Exceeding Standard 9 10pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Instructions</td>
<td>You follow few directions.</td>
<td>You follow most directions.</td>
<td>You follow all directions, with perhaps very minor exceptions.</td>
<td>You follow all directions.</td>
</tr>
<tr>
<td>Fulfilment of Requirements</td>
<td>Your overview of the unit is lacking a number of requirements.</td>
<td>You provide a class context and brief overview of your unit.</td>
<td>You provide a complete class context and overview of your unit.</td>
<td>You provide a complete class context and overview of your unit with appropriate detail.</td>
</tr>
<tr>
<td>Application of Standards</td>
<td>Although you show some understanding of the standards, you need to better familiarize yourself with them.</td>
<td>You interpret and apply many of the standards well, but you need to review them to enrich the unit.</td>
<td>Your interpretation and application of the standards is mostly complete and accurate.</td>
<td>You accurately interpret and apply all required standards.</td>
</tr>
<tr>
<td>Quality of language (English &amp; TL)</td>
<td>Your language is frequently difficult to comprehend, or errors in grammar or language conventions may be quite distracting to the reader.</td>
<td>Your language is mostly comprehensible. Issues in clarity, grammar, or conventions of language may detract from your message.</td>
<td>Your language in comprehensible and conveys your message. It may at times lack clarity or have minor issues in grammar or conventions of language.</td>
<td>You express your thoughts well by using clear language, having strong grammatical control, and by accurately following conventions of presentational language (spelling, capitalization, punctuation, etc.).</td>
</tr>
</tbody>
</table>
Setting the Stage &
Comprehensible Input Introduction Presentation
10% of course grade

Think ahead to a **set of vocabulary words or expressions** that you’d like to teach in your placement some time a week or so after this assignment is formally due (see timeline below). This mini lesson for your placement should last approx. **15-30min**, in which you will (1) Set the Stage and (2) provide a Comprehensible Input introduction of language.

After developing your mini lesson, you should rehearse/practice your presentation ahead of time with a colleague (classmate or CT) to work out as many inevitable “kinks” as possible. Next, you will formally demo **the first 15min** of the lesson in C&I, in order to get more feedback. For your demo in C&I, you should come fully prepared with **all materials** (visuals, enough handouts for “class”, PPT, etc.) as if you were **actually teaching your class**. If you need access to class technology, be sure to show up early to test your computer, speakers, etc. ahead of time. Your demonstration in C&I should be largely focused on the Comprehensible Input Presentation. Unless the Setting the Stage step is quite short (2-3min), you are welcome to simply explain what you’d have students do rather than “teach” that step to us.

Please review the Scoring Rubric below to see how your work will be evaluated. You will be primarily scored/evaluated on your actual teaching demo in class, but be sure to send both of your instructors a completed digital copy of this document before the start of class.

**Timeline:**
1. **10/1:** Come in to C&I with a general idea for a set of vocabulary/expressions to teach
2. Develop your mini-lesson and materials
3. Rehearse with colleague and revise. (Recommended)
4. **10/8:** Email this document and supporting materials to instructor beforehand, then perform teaching demonstration in C&I. Below is how we’ll roughly divide each candidate’s teaching time:
   a. 5min: Setup/Cleanup break
   b. 5min: Give C&I class brief context of your placement, explain the objectives of the lesson
   c. 10-15min: Teach your lesson.
   d. 5-10min: Reflection and Feedback
5. (By final class: Teach in placement and complete reflection)

**Title of Mini Lesson:** ______________

**Class Context**

<table>
<thead>
<tr>
<th>Class level(s)?</th>
<th>Proficiency ranges of students (e.g. Novice Low, Intermediate High)?</th>
<th>Traditional/heritage learner classroom?</th>
<th>City/name of school?</th>
<th>Number of students?</th>
<th>Other pertinent information?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

__________

**General Overview of Lesson**

Give a general overview of this mini-lesson:

__________
“Five Teachers”:
CT Interview & Four Observations
5% of course grade

Instructions:
✓ Complete and submit this assignment digitally. Feel free to change any formatting as long as all prompts are included and addressed. You are welcome to give short, informal responses.
✓ This is due on the last day of class.
✓ Please email both instructors this assignment when it is complete. You will receive full credit based on completion but will likely not receive much instructor feedback unless there are concerns.

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching 7pts</th>
<th>Meeting 10pts</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your interview and observations are complete and follow all submission instructions.</td>
<td>Assignment largely incomplete.</td>
<td>Nearly all observations and CT interview are complete.</td>
<td>Observations and CT interview are complete.</td>
<td></td>
</tr>
</tbody>
</table>

A. Cooperating Teacher Interview
Find a time to informally interview your CT regarding the questions below. Please make sure that your CT knows that you are simply interested in understanding his/her philosophy; in no way will we use your CT’s responses to judge or critique during C&I. Also, keep in mind that your CT might not have time for lengthy philosophical discussions! You might want to sit down during a few lunches and ask your CT a few questions each time. It might be a nice gesture to bring your CT lunch, coffee, or cookies on those days. Feel free to record their responses as brief, informal notes, lists, etc. You might consider supplying your CT with the questions ahead of time.

CT’s Name: ____________

1. How has your philosophy of being a world language teacher evolved over your career?

2. Do you believe that teaching grammar can be effective? In what ways?

3. ACTFL recommends teaching using at least 90% in the target language. What are your thoughts on this?

4. What makes you as a teacher feel confident before you step in front of the classroom?

5. What do you think is the appropriate role of “fun” in the classroom?

6. What are some smart strategies you use for maximizing instructional time (efficiency, routines, systems, etc.)?

7. When your students do very well or very poorly on a formal assessment (test, benchmark, presentation, project, etc.), how do you know who (student, teacher, etc.) deserves the credit or the blame?

8. [Please come up with another original question here to ask your CT]

9. [Please come up with another original question here to ask your CT]
Listening Task

Think ahead to what language topics you might teach in your placement some time after this assignment is formally due (see timeline below). You are going to plan and teach a 10-45min guided practice or independent practice/extension activity that is designed to promote acquisition of listening skills. The other 3 skills may also be integrated into the task, but the primary goal of this assignment is to showcase your ability to design a listening activity. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. This task/activity may be your own original design or an adapted version of a task your CT would like you to use. You are encouraged to work with a classmate, if possible.

The lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. Please digitally submit all resources or materials you plan to use (lesson plan, handouts, PPTs, pages from textbook, etc.). Include your name in your filename, e.g. ListeningTask_AirportPhoneCall_PPicasso.docx.

Instructions Timeline
1. Design the first draft of the task and all materials using the lesson plan template below. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Meet with a classmate, CT, or supervisor to solicit feedback. Revise your lesson and fill in your Collaboration Reflection.
3. Self-evaluate your work in the Scoring Rubric by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to add comments.
4. Tues 10/22: Email both instructors copies of the second draft of all materials before the beginning of class.
5. You will get written instructor feedback before our following class. You may also arrange for in-person feedback with instructor during office hours, if desired.
6. By final class: Teach in placement and complete Teaching Reflection.

Scoring Rubric

<table>
<thead>
<tr>
<th>Assignment Instructions</th>
<th>Initial Stages (resubmit)</th>
<th>Approaching 7pts</th>
<th>Meeting 9pts</th>
<th>Exceeding 10pts</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>You follow all instructions.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>You professionally design your task and resources by employing polished language (English and/or TL) and the plan is complete and can be clearly understood by another teacher. You have improved your lesson based on your collaboration. You have correctly mapped CA standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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Reading Task

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The lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. Please digitally submit all resources or materials you plan to use (lesson plan, handouts, PPTs, pages from textbook, etc.). Include your name in your filename, e.g. ListeningTask_AiportPhoneCall_PPicasso.docx.

Instructions Timeline
1. Design the first draft of the task and all materials using the lesson plan template below. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Meet with a classmate, CT, or supervisor to solicit feedback. Revise your lesson and fill in your Collaboration Reflection.
3. Self-evaluate your work in the Scoring Rubric by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to add comments.
4. Tues 10/29: Email both instructors copies of the second draft of all materials before the beginning of class.
5. You will get written instructor feedback before our following class. You may also arrange for in-person feedback with instructor during office hours, if desired.
6. By final class: Teach in placement and complete Teaching Reflection.

Scoring Rubric

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<tr>
<th>Assignment Instructions</th>
<th>Initial Stages (resubmit)</th>
<th>Approaching 6 7pts</th>
<th>Meeting 8 9pts</th>
<th>Exceeding 10pts</th>
<th>Comments / Suggestions</th>
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<tbody>
<tr>
<td>You follow all instructions.</td>
<td>Not evident</td>
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<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
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<tr>
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<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>You professionally design your task and resources by employing polished language (English and/or TL) and the plan is complete and can be clearly understood by another teacher. You have improved your lesson based on your collaboration. You have correctly mapped CA standards.</td>
<td></td>
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</tr>
<tr>
<td>Focus</td>
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The lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. Please digitally submit all resources or materials you plan to use (lesson plan, handouts, PPTs, pages from textbook, etc.). Include your name in your filename, e.g. ListeningTask_AiportPhoneCall_PPicasso.docx.

Instructions Timeline
1. Design the first draft of the task and all materials using the lesson plan template below. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Meet with a classmate, CT, or supervisor to solicit feedback. Revise your lesson and fill in your Collaboration Reflection.
3. Self-evaluate your work in the Scoring Rubric by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to add comments.
4. Tues 10/29: Email both instructors copies of the second draft of all materials before the beginning of class.
5. You will get written instructor feedback before our following class. You may also arrange for in-person feedback with instructor during office hours, if desired.
6. By final class: Teach in placement and complete Teaching Reflection.

Scoring Rubric

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<tr>
<th></th>
<th>Initial Stages (resubmit)</th>
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<th>Meeting</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>5 pts</td>
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<td>Yes/Strong</td>
<td></td>
</tr>
</tbody>
</table>
Teaching Reflections
5% of course grade

From the five individual tasks that you will design for your placement this quarter, you will be required to actually teach and reflect on the success of any two or three of those tasks. Teaching and reflecting on two tasks will "Meet the Standard" and teaching and reflecting on three tasks will "Exceed the Standard." Because you are going to be asked to assess whether all students have met your goal(s) for the task, make sure that you choose a task that will provide you with enough data to reasonably reflect on in detail. It is recommended that you complete the reflection immediately after you teach the tasks, but you will not submit your reflections until the indicated final due date.

Instructions
1. Review the Lesson/Task Reflection prompts and Scoring Guide to see how your responses will be evaluated.
2. Teach 2-3 lessons/tasks in your placement.
3. Copy and paste both the Lesson/Task Reflection prompts and the Scoring Guide below to the end of your original (or updated) documents. Include answers to prompts.
4. Due: 12/6 (Last day of class) Email that new document with a new file name (e.g. CompInputLesson_JChang_REFLECTION.docx) to before the beginning of class.

=========== Below should be copied and pasted into original task documents ==========

Lesson/Task Reflection Prompts

A. Did your lesson meet its objectives? What worked well and didn’t work well?
   ✓ Consider all aspects of the lesson, including the task design, the resources you used, the actual instruction, classroom management, whether your students met your learning objectives, etc.

B. What evidence do you have that you met your objectives? How do you know what worked and what didn’t?
   ✓ That is, what types of assessment data/evidence is your analysis based on (periodic checks for understanding, student oral responses, answers on a worksheet to a certain question, etc.) If you don’t believe your evidence is conclusive, explain why.

C. Did you notice any patterns among particular groups of students?
   ✓ heritage language students, students with IEPs, ELD students, girls/boys, select individual students, a large portion of the class...

D. If some students didn’t meet your lesson goals, what would be some logical next steps to take as a teacher to address this need?
   ✓ recycle content into a future lesson, reteach from scratch, tutoring, etc.

E. If you could go back and teach this lesson again, how would you improve it?

Scoring Rubric for Teaching Reflections

<table>
<thead>
<tr>
<th>Quantity of Reflections Number of reflections submitted.</th>
<th>Initial Stages 0 2 4 pts</th>
<th>Approaching 5 6pts</th>
<th>Meeting 8.5pts</th>
<th>Exceeding 9 10pts</th>
<th>Comments / Suggestions</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>One</td>
<td>Two</td>
<td>Three</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Think ahead to what might be taught in your class some time after 11/15. You are going to plan and teach a 15-50min guided practice or independent practice/extension task that is designed to promote acquisition of speaking skills in your students, connected to one or more communicative language functions. The other 3 skills may also be integrated into the task. This should be a task that you would be teaching in about a week or so after the due date of this assignment. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. Your lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. This detail will also help you to remember how to teach it when you have your own class some day in the future. Please also submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.)

### Instructions
1. **Version 1 due: Tues, 11/8**
2. Please design your task using the lesson plan template below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric.
5. Save file using a file name that includes your last name.
6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class.
7. Bring in as hard copy to discuss with classmates.
8. **Version 2 due: Friday, 11/11**
9. You will get written instructor feedback by our next class, so plan on being able to teach the lesson in your placement after that. If the lesson does not yet meet the standard, you may be asked to resubmit.
10. You may also arrange for in-person feedback with instructor during office hours, if desired.

### Scoring Rubric

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<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0 2 4 pts</th>
<th>Approaching 5 6pts</th>
<th>Meeting 7 8pts</th>
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<tbody>
<tr>
<td>Submission Instructions</td>
<td>You follow all submission instructions</td>
<td>Not evident</td>
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Think ahead to what might be taught in your class some time after 11/29. You are going to plan and teach a 15-50min **guided practice** or **independent practice/extension** task that is designed to promote acquisition of **writing** skills in your students, connected to one or more communicative language functions. The other 3 skills may also be integrated into the task. This should be a task that you would be teaching in about a week or so after the due date of this assignment. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. Your lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. This detail will also help you to remember how to teach it when you have your own class some day in the future. Please also submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.)

**Instructions**

1. **Version 1 due: Tues, 11/15**
2. Please design your task using the lesson plan template below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric.
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Assessment Design
10% of course grade

You and a partner will collaborate on the creation of a summative assessment that demonstrates your ability to formally assess your student’s progress toward stated goals/objectives at the smaller unit level (2-3 weeks). You should assess communicative language goals (both receptive and productive) in context as well as the development of cultural/content understanding. The goals you assess may be from previous goal-setting practice we did in class, brand-new goals, or goals from a unit you may possibly teach in your placement some day. This should be unrelated to the unit we’ll be developing as our final C&I project. Please feel free to design one large, comprehensive assessment task that allows you to assess all of the stated goals, or you may design a set of loosely connected assessment tasks. It is only important that your assessment or collection of connected assessments provide you with convincing evidence of your students’ meeting of each of your goals. Your assessment should be largely contextualized, authentic, and performance-based, following the advice and suggestions in our readings and course discussions. However, you may also judiciously supplement using additional types of assessment if you believe they are useful and valid. For your second draft, you will submit all resources or materials you plan to use (student task descriptions, full rubrics, handouts, PPTs, pages from textbook, etc.)

Assignment Instructions
Due: Tues, 1/31 (Draft One)
1. Only one groupmate will submit materials. Each groupmate will be evaluated the same.
2. Please design your goals and assessment using the templates below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. Additionally, provide the requested commentary.
5. Save file using a file name that includes your last names.
6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class. Bring in as hard copy to discuss with instructors.

Due: Tues, 2/7 (Draft Two)
1. Update all elements from last draft.
2. Email instructors all of the fully developed materials. You do not need to bring in any hard copies.

Class context (invented or real)

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? Number of students? Other pertinent information?

What relevant prior knowledge, skill, or exposure are your students coming into this new lesson with?

---

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Inevitably in our teaching career, we will find ourselves in the difficult situation of, at the last minute, needing to have a substitute teacher cover our class. Part of being a prepared teacher is having a lesson plan and materials in place for just such a contingency. As a class, we will create general enrichment assignments that are appropriate for a given class level, and we’ll share these lessons/activities with our classmates.

**Requirements** The lesson plan/activity should…

- be a full-developed, self-contained handout that includes clear instructions for completion and submission
- be designed for your assigned LLC level, more or less
- be designed for a single 50min class period (Hint: with a sub trying to manage a class “less is more”)
- be able to be completed at any point in the school year
- not be connected to any particular textbook or program
- be educational and connected to course content (language, culture/content, or both)
- have **clear, uncomplicated** instructions and be **easy to complete** with little or no guidance from the sub or any special resources other than the physical handout (i.e., no videos, overheads, textbooks, etc.)
- have a file name that includes your last name and the target LLC stage (Clothing_Activity_LLC2_SJimenez.doc).

**During class:**

- bring in a hard copy of the assignment for each of your classmates and instructors
- we'll each give a brief overview of the assignment to our classmates
- we will score each other as a class, giving each other a grade of “pass” or “provisional pass” (needing some revisions) according to the above **Requirements**

**After class** (by Friday):

- email instructors your revised “ready for printing and photocopying” version, which they will post on our course webpage to share

**Before the start of next school year:**

- download and print out a set of your fellow classmates’ lessons
- create a clearly labeled “Sub Folder” with copies of all necessary materials and instructions

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>(Revise)</th>
<th>Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism, Preparation, Submission Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. You follow all assignment and submission <strong>instructions</strong> and <strong>requirements</strong>, including required material(s).</td>
<td>Needs revision</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are <strong>well polished</strong> (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Needs revision</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
Heritage Language Learner Course Scope and HL Task
10% of course grade

You and your classmates (in groups of 2-3) will develop two items tailored to the teacher of heritage language (HL) students. Ideally, each group will have at least one HL learner of the language or someone with experience teaching such a course. You will develop:

1. a heritage language learner course **scope**
2. a fully-developed **activity/task** (45-60min) tailored to an HL classroom
   OR
   a fully-developed **activity/task** (45-60min) made originally for a non-HL (“traditional”) classroom that has been **adapted/differentiated** for any heritage-language learners also in the course

**Assignment Instructions**
Due: Tues, 2/14
1. Only one groupmate will submit all materials. Each groupmate will be evaluated the same.
2. Please develop your materials using the templates below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work as a group by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. Additionally, provide the requested commentary.
5. Save file using a file name that includes your last names.
6. Email both Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class. Attach all of the fully developed materials. You do not need to bring in any hard copies.

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 2 4</td>
<td>5 6</td>
<td>7 8 9</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission <strong>instructions</strong> and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat Lacking</td>
<td>Mostly Adequate</td>
</tr>
<tr>
<td></td>
<td>No commentary required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are <strong>well polished</strong> (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Not evident</td>
<td>Somewhat Lacking</td>
<td>Mostly Adequate</td>
</tr>
<tr>
<td></td>
<td>No commentary required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As you are soon expecting your credential are exploring teaching positions for next year, you are entering a new stage in your own professional development. However, time flies fast, especially when you begin teaching full-time. Therefore, for your final assignment for C&I, you will reflect on your own strengths and areas for growth, and you will create a personal timeline and map of what you think your near and medium-term plans should be for professional growth. While the primary lens for this assignment is as a WL teacher, you may also consider your teaching in a more holistic sense. Please organize and present your plan in any way you see fit, but below is a non-exhaustive list of suggestions. This assignment should be emailed to both instructors by Tues 3/20.

**Time frames:**
- by the end of STEP
- by the end of this coming summer
- the weeks immediately before your school starts
- by the end of your first month teaching
- before the end of your 1st year teaching
- before the end of your 2nd year teaching
- etc.

**Goal Areas:**
- target language proficiency maintenance & improvement
- cultural/content knowledge
- improving lesson plans
- differentiate units/lessons
- engaging in professional community (e.g. local, state, nat’l memberships)
- technological skills
- time management and personal sustainability (e.g. sleep, maintaining relationships)
- experiencing other WL teaching methods (TPRS, immersion only, etc.)
- other aspects of teaching
- familiarizing self with new job site: WL program and/or textbook series, school’s larger community
- etc.

**Means of reaching goals:**
- Reading a book/manual, watching a movie
- Attending a professional workshop (local, ACTFL, CLTA, etc.)
- Observing other teachers
- Daily or periodic reflections (student, teacher, etc.)
- Collaborating with other teachers
- Studying/traveling in another country
- Reviewing, again, all the resources we touched upon in STEP, on our syllabus, etc.
- etc.

**Evaluative Criteria**

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your plan takes both a shorter and longer view of your professional development and considers a variety of goals and means for their achievement.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
</tbody>
</table>
Seating Chart and Differentiated Task(s)

10% of course grade

This is an individual assignment. You will develop two linked items:

1. a coded seating chart of your students who require special considerations or have identified educational needs.
2. one or more fully-developed activities/tasks that showcase your ability to differentiate your instruction according to your students’ needs.

Assignment Instructions
Due: Tues, 2/21
1. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. When you are done with the assignment, self-evaluate your work as a group by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric.
3. Save any file using a file name that includes your last names.
4. Provide a digital or hard copy of the seating chart. Email both Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a digital copy of the differentiated task before the beginning of class.

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism, Preparation, Submission Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Highlight your anticipated score/standard (Yes/Mostly…).</td>
</tr>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are well polished (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>Seating Chart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No commentary required.</td>
</tr>
<tr>
<td>3. Teacher provides a varied, complex profile of the classroom.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>Differentiated Task/Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No commentary required.</td>
</tr>
<tr>
<td>4. Curriculum is made accessible and meaningful to the students in the class through tailoring or differentiation with respect to prior levels of language acquisition, experiential backgrounds/interests, and for students with identified educational needs</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
</tbody>
</table>
Technology Inventory at Placement

Please complete and submit/email this inventory digitally. Give brief answers, and feel free to change any formatting as long as all prompts are addressed. You will receive full credit (10/10) for a complete assignment and will only receive feedback if there are any instructor concerns.

What is the purpose of this assignment?
- For you to get a sense of your students’ personal access to technology and pre-existing skills.
- For you to catalog the instructional resources at your disposal, as well as any limitations.
- For you to appreciate the myriad considerations when getting to know your new school and students next year.

A. Student Technology Skills

How many of your students...
1. Have the basic skills to use a computer? Mac or PC?
2. Feel comfortable using a word processor with minimal guidance?
3. Know how to use presentation software such as Powerpoint with minimal guidance?
4. Have a school-appropriate email address?
5. Know how to upload and download files on the web and can attach files in an email?

B. Student Access to Technology Outside of Class Time

How many of your students...
1. Have access to a working computer at home?
2. Have access to the internet from home?
3. Have access to a working printer at home?
4. Are prohibited by their parents/guardians from using the internet, uploading pictures of themselves, etc.?
5. Find this out for your students: Where would students find public access to internet-enabled computers with a printer outside of class time, either on campus or in the community? (Place, hours, etc.)

C. Teacher Technology Access at Placement:

1. What type of presentation tools do you have access to as a teacher? (document camera, LCD projectors, DVD players, overhead projector, etc.)
2. What type of school access is there to digital cameras, video recording, and audio recording? Editing software for these?
3. How do you get access to these tools?
4. If you have a tech issue that you need help with, to whom do you solicit help? How quickly does your CT think you would be able to get such help from any school personnel?

D. Computer Lab Access at Placement:

1. Number of computer labs?
2. Separate lab (a room) or portable lab (cart) ?
3. Number of computers?
4. Number of students in your largest class?
5. Mac or PC?
6. Do students need a special log-in name/password to access school computers? How can the teacher make sure students who have forgotten their log-in info can still use the computer?
7. Number of fully functional computers with working keyboards (with all necessary keys), mouse, monitor?
8. Number of computers with sound output and video capabilities?
9. Number of computers with internet connection?
10. Does lab have a networked printer for students to print on?
11. Does lab have an LCD projector?

1 Collect this information formally or informally, but be sure to be sensitive to students who may not feel comfortable publicly exposing their access to or knowledge of tech resources.
Unit Plan
30% of course grade

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions for a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Five-Step Lesson: From that larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. Your assessments should include both receptive and productive skills. This learning segment may be used for the Teaching Event for PACT. The primary focus of the lesson should be on communicative proficiency.

Fully-Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out materials & resources for five components/tasks/activities. You will also need to include some degree of tailoring or differentiation in your task(s) to specific student needs. LLC III & IV teachers must include the teaching of academic language ¹ in your task(s) at some point.

- One of your Setting the Stage activities
- One of your Comprehensible Input Presentation activities
- One of your Guided Practice activities
- One of your Independent Practice activities
- One Summative Assessment/Evaluation with Student Reflection

¹ The PACT Glossary defines Academic Language as 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, formal letter, news article) and other language-related activities typical of classrooms, (e.g., expressing disagreement, debating an issue, asking for clarification). Academic language includes both productive and receptive modalities.”
See winter unit plan 11-12 for other ideas

**Five-Step Communicative Lesson**

First draft: 10% of course grade  
Second draft: 20% of course grade  
Only do one draft (2nd draft will be the actual revision & teaching next quarter?)

Think ahead to a full Five-Step Lesson you might teach in your placement early next semester. You are going to map out a complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Evaluation/Assessment. You will include, to varying degrees, all four skills: listening, reading, writing, speaking.

Although you will map out in general terms the entire series of tasks in your Five-Step Lesson in an overview, you will only fully develop and plan out four of the components/tasks/activities, including all of their respective resources:

- One of your Setting the Stage activities (1-20min)
- One of your Comprehensible Input Presentation activities (10-30min)
- One of your Guided Practice activities (10min-45min)
- One of your Independent Practice activities (10min-45min)

---

**Instructions**

Due Tues 11/15

1. Complete the entire Five-Step Lesson Plan Overview (up to and including the Lesson Rationale). You should not yet fully develop the four components.
2. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
3. When you are done with the overview, self-evaluate your work by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric. In the Comments box of the rubric give a short (paragraph length) justification of your score for the evaluative categories of Focus and Balance, Sequencing, and Assessment.
4. Email your instructors this first draft to demonstrate completion.
5. Bring in an actual hard copy (not email) to class to help your colleagues to give you feedback.
6. You will get feedback from classmates during class.

Due Fri 11/18

7. Make any revisions to your Five-Step Lesson Plan Overview and Scoring Rubric scores and comments.
8. Complete the first Collaboration Reflection.
9. Email both instructors digital copies, who will give your written feedback by Wed 11/23.

Due Tues 11/29

10. Fully develop and plan the above four required components/tasks, including all resources for those tasks. Please use the attached templates. Save accompanying individual task resource files using a file name that includes the name of the activity it accompanies ("Colors_of_Robertos_clothing.doc").
11. Make any revisions to your Five-Step Lesson Plan Overview and Scoring Rubric scores and comments.
12. Email both instructors digital copies to demonstrate completion. They will give you one-on-one feedback in class. Unlike previous assignments, you will not received written feedback on this draft.
13. Bring in an actual hard copy of materials to class to help your colleagues and instructors to give you one-on-one feedback.

Due Tues 12/6

14. Make any revisions to your entire document: lesson plan, tasks, lesson overview, rubric scores, etc. Please submit a "clean draft" by removing any instructor comments/scores from the previous draft.
15. Complete the second Collaboration Reflection.
16. Submit all documents and resources via email to both instructors, preferably as a single compressed zip file.
17. You will present your lesson overview in class, and you may get feedback from classmates and from

---

1 Submit digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, give a brief summary of the content and any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF version is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual "scan"). Please save each individual file using a file name that includes the name of the activity it accompanies ("Colors_of_Robertos_clothing.doc").
instructors later via email.

Should provide a paragraph-length overview/introduction here!!!
## Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0 2 4 pts</th>
<th>Approaching 5 6pts</th>
<th>Meeting 7 8pts</th>
<th>Exceeding 9 10pts</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submission Instructions</strong>&lt;br&gt;You follow all submission instructions.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Focus and Balance</strong>&lt;br&gt;Lesson’s overall design connects to and realistically builds towards stated objectives. The lesson’s tasks, including assessment(s), focus on multiple dimensions of language acquisition through clear connections among vocabulary/language functions and the four skills (L/R/S/W) in context.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>________  see winter unit plan ideas for this!</td>
</tr>
<tr>
<td><strong>Sequencing</strong>&lt;br&gt;Lesson’s progression of tasks is organized coherently and cohesively to guide students to build fluency and accuracy in their communicative proficiency. Individual tasks are sequenced using scaffolding or other structured support to guide students successfully through the tasks.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong>&lt;br&gt;Assessment plan is likely to yield accurate evidence as to whether students have met lesson and task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Principled Design</strong>&lt;br&gt;Lesson design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to lesson objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of Language/Presentation/Professionalism?</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
</tbody>
</table>

Overview score = _____/10pts  
Completed lesson score = ____/10pts
You professionally present your lesson by employing polished language (English and/or target language). Plan is complete and can be clearly understood by another teacher.
# Five-Step Lesson Plan Overview

## Class context
- Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

---

What relevant prior knowledge, skill, or exposure are your students coming into this new lesson with?

---

### 5-Step Lesson Objectives

#### Frame/Categorize using the ACTFL Performance Descriptors for learners?

#### Primary Language Goal(s)
- What current/newer communicative function(s) will students be able to do (communicate) in the target language by the end of this lesson? Be specific and include an actual listing of any target vocabulary words or phrases, grammatical structures, etc., if applicable. Frame these as goals: “Students will be able to…”

---

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

### California WL Standards Addressed

A. Content  
B. Communication (with functions)  
C. Cultures  
D. Structures  
E. Settings

Include the actual numbering and text of the standards, adapted to the specifics of your lesson:

---

### Other Objectives (if any)
- What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

---

## Lesson Assessment Plan

Describe the nature of the evidence that you will use over the course of the entire lesson and explain how it will allow you to assess your students’ achievement of the stated lesson objectives, in particular the primary language goals’ communicative functions. These may be formative assessments that will help you to alter instruction within a single day’s lesson or for subsequent days, or they may be summative assessments that allow you to formally determine the extent to which students have met all of your stated goals for the learning segment: checks for understanding, monitoring around the class, reviewing written student work, showing of hands, formal tests, presentations, etc…

---

## Task Materials/Resources

Give a simple list of all instructional materials needed to teach this entire 3-5 hour learning segment/lesson (textbook pages, title of handout, digital projector, vocab cards, name/link of video, etc.).

- 
- 
- 

---

2 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.

3 Regardless of whether you choose to use formative assessments, a formal summative assessment, or a combination, you must employ an assessment plan that gives you confidence that your students have met your communicative goals. This must fit into the short window of 3-5 hours, so make sure your goals are not overly ambitious to teach and assess in that short time frame of 3-5 hours.
**Lesson Plan Sequence**  *See Winter’s unit for some ways this has been improved*

List and describe the sequence of tasks in the table below. Since you won’t know the exact days and date that you may teach each task, please don’t concern yourself with mapping the tasks onto a formal daily calendar.

**Activity/Task Title:** Give a simple title to refer to throughout your lesson.

**Timing:** Give an estimate as to how long you expect the activity or task to take (e.g. 10-15min). If the assignment will be completed at home as homework, please note so here (e.g. 15min in class, rest as HW).

**5-Step Lesson Step:** Name the steps, but feel free to judiciously deviate from the strict 5-Step Plan, if desired. For example, you might decide to break the teaching of your lesson’s target function(s) up. For example: (Task 1.) Setting Stage, (Task 2.) Comp. Input [for 1st half of function(s)], (Tasks 3., 4., 5.) some Guided Practice for those same functions, then (6.) a new Setting Stage, (7.) Comp. Input [for 2nd half of function(s)], (8., 9., 10.) some Guided Practice for the 2nd half of function(s), then lots (11., 12., 13., 14.) of Independent Practice combining all of the function(s). Put that diagram here? why not?

**Skills & Modes Addressed:** For example: “interpretive listening,” “interpersonal speaking & listening,” “presentational writing,” etc. If it’s a communicative task, tell the mode “interpersonal, interpretive, presentational + L/S/R/W). If it’s non/pre-communicative, just tell the skill involved (L/S/R/W)

**Description of Task:** Give a brief description of each activity (a short paragraph). Be sure to explain in general terms what the teacher will be doing and what the students will be doing during the activity, and in what language. Please do not include the detailed procedural instructions here or how you will break up the task. You will explain some of the tasks in greater detail later when you fully design the components. Please note if any task is intended as homework. Homework will not count toward the 3-5 hour limit.

<table>
<thead>
<tr>
<th>Activity/Task Title</th>
<th>Timing</th>
<th>5-Step Lesson Step</th>
<th>Skills &amp; Modes Addressed</th>
<th>Description of Task</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Total length of lesson:
Lesson Rationale (Principled Design)

How do your plan and tasks reflect an attention to research/theory/advice regarding effective teaching of language? You are encouraged to refer to A. Omaggio Hadley’s *Teaching Language in Context*, B. Van Patten’s *implications for teaching*, R. Ellis, or other research presented in class or that you might be familiar with. Please give a response of approximately ½ page in length.

(Just have students write this into the rubric? See subsequent assignments like the Winter Unit)

Collaboration Reflection

(Just have students write this into the rubric? See subsequent assignments like the Winter Unit)

Briefly explain how you improved your lessons from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes. Please give a paragraph-length response each time:

Collaboration on lesson overview (the first day of collaboration):

_________

Collaboration on entire lesson, including tasks (the second day collaboration):

_________
Setting the Stage & Comprehensible Input Introduction Presentation

Definitely look at Winter Unit improvements

Comprehensible Input Introduction Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New:</strong> What function(s) will students be able to do (communicate) in the target language by the end of this introduction? Be specific and include an actual listing of target vocabulary, phrases, using which structures, etc., if applicable.</td>
</tr>
<tr>
<td><strong>Old:</strong> What previous language, if any, are you recycling back in for reinforcement?</td>
</tr>
</tbody>
</table>

California WL Standards Addressed

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Communication (with functions⁴)</th>
<th>C. Cultures</th>
<th>D. Structures</th>
<th>E. Settings</th>
</tr>
</thead>
</table>

Include the actual numbering and text of the standards, adapted to the specifics of your lesson:

Other Objectives (if any)

What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

Task Materials/Resources

Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).

- _______

Setting the Stage and Comprehensible Input Presentation Overview

Give a general description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation. In your description, be sure to include:

- estimated duration of the Setting the Stage and full Comprehensible Input Presentation
- how you'll ensure that the target input is comprehensible
- the organization, stages, or steps within your presentation
- any planned interactions with students
- your planned checks for understanding
- what the teacher and students will be saying/doing
- a representative sample of the script⁵ of the actual input and/or interactions

---

⁴ Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.

⁵ This is to give the reader a general sense. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and natural referring to a set of bullet points of the presentation or notecards to improvise around.
## Guided Practice Task Lesson Plan

### Task Title:

__________

### Task Overview  -- or just refer to above?

Estimated timing of task: _______ (10min-45min)

Give a brief description of the task.

__________

### Task Objectives

#### Primary Language Goal(s)

What current/newer communicative functions will your students be acquiring?

__________

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

__________

### California WL Standards Addressed

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Communication (with functions)</th>
<th>C. Cultures</th>
<th>D. Structures</th>
<th>E. Settings</th>
</tr>
</thead>
</table>

Include the actual numbering and text of the standards, adapted to the specifics of your lesson:

__________

__________

__________

### Other Objectives (if any)

What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

__________

### Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives, in particular communicative functions.

__________

### Task Materials/Resources

Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).

- ________

### Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: "Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters." “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so

---

6 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.

7 Be sure to refer to the Instructional Task Management inventory sheet from class for additional considerations.
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying
**Independent Practice Task Lesson Plan**

**Task Title:** _____________

**Task Overview**

<table>
<thead>
<tr>
<th>Estimated timing of task: _______ (10min-45min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give a brief description of the task.</td>
</tr>
</tbody>
</table>

**Task Objectives**

<table>
<thead>
<tr>
<th>Primary Language Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What current/newer communicative functions will your students be acquiring?</td>
</tr>
</tbody>
</table>

| What previous/older language, if any, are you purposefully recycling back in for reinforcement? |

<table>
<thead>
<tr>
<th>California WL Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Content</td>
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<td>B. Communication (with functions)</td>
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<tr>
<td>C. Cultures</td>
</tr>
<tr>
<td>D. Structures</td>
</tr>
<tr>
<td>E. Settings</td>
</tr>
</tbody>
</table>

Include the actual numbering and text of the standards, adapted to the specifics of your lesson:

| _______ |
| _______ |
| _______ |

**Other Objectives (if any)**

What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

| _______ |

**Task Assessment(s)**

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives, in particular communicative functions.

| _______ |

**Task Materials/Resources**

Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).

| _______ |

**Task Sub-Steps**

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B.” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
- all ways you break down, model, etc. the task

---

8 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.

9 Be sure to refer to the Instructional Task Management inventory sheet from class for additional considerations.
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying
Assignment Instructions

Draft #1 - Due Tues 2/28
1. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Complete:
   a. Unit Overview/Class Context
   b. Unit Objectives/Goals
   c. Unit Assessment Plan
   d. →you may omit the California Standards until Draft #2
3. Self-evaluate your work by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to provide the commentaries at this point.
4. Email both instructors this draft to demonstrate completion. You will receive feedback in class from colleagues and instructor.
5. Bring in an actual hard copy to class to help your colleagues to give you feedback

Draft #2 - Due Tues 3/6
1. Revise previous sections.
2. Complete:
   a. Unit Learning Plan
   b. Five-Step Lesson Plan Overview
   c. Comprehensible Input Introduction Task & Materials, to be taught (not other tasks yet)
   d. California Standards in the overview that you may have omitted under Unit Objectives
3. Update your self-evaluation in the Scoring Rubric.
4. Email both instructors this draft to demonstrate completion. You will only receive formal feedback on the Comp. Input presentation, but you may arrange to meet instructors during after-class office hours.

Draft #3 - Due Tues 3/20 (week after class ends)
1. Revise previous sections.
2. Complete:
   a. Develop/submit remaining required tasks (GP, IP, Asst)
3. Provide formal commentaries in the Scoring Rubric as indicated.
4. Submit all documents and resources² via email to both instructors, preferably as a single compressed zip file.
5. You will get feedback from instructors later via email (by 3/27).

² Submit digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, give a brief summary of the content and any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF version is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual “scan”). Please save each individual file using a file name that includes the name of the activity it accompanies (“Colors_of_Robertos_clothing.doc”).
Scoring Rubric
(Unit, 5-Step Lesson, Tasks and Materials)

- You'll receive one final “official” score when all drafts are complete.
- The score will be assigned holistically:

<table>
<thead>
<tr>
<th>Holistic Grade Translation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All scores within “Meeting” and “Exceeding” range = 8.7 to 10 (B+ to A+)</td>
</tr>
<tr>
<td>• A few scores within “Lacking” range = 7.8 to 8.3 (C+ to B-)</td>
</tr>
<tr>
<td>• A number of scores in “Lacking” range or below = 0 – 7.2 (No Credit to C-)</td>
</tr>
<tr>
<td>Resubmission may be required, with a maximum revised score of C.</td>
</tr>
<tr>
<td>• Instructors may require resubmission if any scores fall under “Not evident” or if submission is otherwise incomplete.</td>
</tr>
</tbody>
</table>

### Evaluative Categories and Criteria

| Commentary | Highlight your anticipated score/standard (Yes/Mostly…). For the final draft, provide a commentary to explain how you believe you’ve met the criteria for indicated categories. Your level of detail should be guided by the general length guidelines. |

### Professionalism, Preparation, Submission Requirements

<table>
<thead>
<tr>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>No commentary required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>2. Unit/Lesson/Task Overviews are completely and correctly filled out. There is internal consistency among the Unit Overview and other documents.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
3. Unit and lesson planning are clearly rooted in the philosophy of **backward design**:
   a. Define learning **goals**
   b. Design **assessments** of evidence of goals
   c. Design **learning plan** designed for success on assessments.

4. Materials are free of language and content errors (English and target language) and are **well polished** (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.

5. Unit overview and **lesson plans** are complete and can be **clearly** understood by another teacher. Individual tasks can be clearly followed by another teacher.

6. Drafts show progressive **improvement** and submission shows attention to all instructor **feedback** and peer **collaboration**.

7. Unit, lesson, tasks and accompanying commentaries demonstrate sound knowledge of research/theoretical framework/principles regarding the process of **language acquisition** and effective teaching strategies as connected to **language** and **cultural/content objectives**.

**Focus and Balance**

8. Unit and lesson’s overall design connects to and realistically **builds towards** stated objectives. There is **sufficient** input/practice for students to meet stated objectives.
9. The unit and lesson’s tasks focus on **multiple dimensions** of language acquisition through clear **connections** among vocabulary/language functions/structures/text types and a **balance** of the four skills (L/R/S/W) and communicative modes in context.  

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. LLC III / IV only: Curriculum and tasks are designed to help students develop **academic language.**  

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Unit’s instruction integrates the development and assessment of **cultural/content understanding and/or knowledge.** It demonstrates some awareness of or attempts at critical pedagogy.  

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sequencing and Scaffolding**  

12. Lesson’s progression of tasks is organized **coherently** and **cohesively** to guide students to build fluency and accuracy in their communicative proficiency. Individual tasks are sequenced using **scaffolding** or other structured support to guide students successfully through the tasks.  

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (2-3 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Curriculum is made accessible and meaningful to the students in the class through **tailoring or differentiation** with respect to prior levels of language acquisition, experiential backgrounds/interests, and/or for students with identified educational needs.  

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat Lacking</th>
<th>Mostly Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium (2-3 short paragraphs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

---

3 Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work, etc..
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.</strong> Assessment plan is likely to yield <strong>convincing evidence</strong> as to whether students have met all unit objectives: communicative proficiency, cultural/content understandings, etc.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
</tr>
<tr>
<td></td>
<td>Medium (2-3 short paragraphs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15.</strong> Assessment(s) are organized cohesively and assess a balance of the <strong>multiple dimensions</strong> of language acquisition (skills/modes, communicative functions/vocabulary/structural accuracy/text types, etc.)</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
</tr>
<tr>
<td></td>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16.</strong> Learning tasks provide students <strong>opportunities</strong> to develop proficiency in what is actually being assessed.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
</tr>
<tr>
<td></td>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17.</strong> Teacher provides a balance of feedback to students and students periodically self-assess progress and reflect on feedback</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
</tr>
<tr>
<td></td>
<td>Brief (2-3 sentences)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Title: __________________

**Unit:** Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions of a **2-4 week unit.** The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

### Unit Overview

Give a paragraph-length overview of your unit's goals and any key tasks or assessments.

____________________________________________________

### Class context

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

___________

Describe if you have any students that may benefit from any accommodations, adaptations, or other attention (students with IEPs/504 plans, HL learners, EL learners, GATE students, etc.):

___________

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

___________
# Unit Objectives

Map out your unit goals in the tables below. Throughout your unit, you will be expected to assess the goals you list below. However, if you have any goals that you don’t expect students to fully master or are simply for the sake of exposure, which you will not formally assess, please indicate so: “Students will be exposed to… / Students will become familiar with…”

## Primary Language Goals

<table>
<thead>
<tr>
<th>What <strong>current/newer</strong> communicative <strong>functions</strong> will students be able to do (communicate) in the target language by the end of this unit? What type of language structures or text types will students use to communicate these functions? Be sure to include all three communicative <strong>modes</strong>, to varying degrees.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frame these as goals:</strong> “Students will be able to [function] using [language structure/text type]”</td>
</tr>
<tr>
<td>- Students will be able to understand the week’s weather by listening to a radio report. (interpretive)</td>
</tr>
<tr>
<td>- Students will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)</td>
</tr>
<tr>
<td>- Students will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过/过去常常. (interpersonal)</td>
</tr>
<tr>
<td>- Students will be able to describe theirs and others’ personalities using the verb “ser” with correct noun-adjective agreement in number and gender. (interpersonal)</td>
</tr>
<tr>
<td>- Students will be able to describe theirs and others’ personalities using 他很聰明(Subject+ adverb+ adjective) (interpersonal)</td>
</tr>
<tr>
<td>- Students will be able to give health advice to others using the subjunctive. (interpersonal)</td>
</tr>
<tr>
<td>- Students will be able to give health advice to others using structures like 你有頭痛，也許你應該採取一些阿司匹林. 你累了，休息一下。 (interpersonal)</td>
</tr>
<tr>
<td>- Students will be able to demonstrate understanding of the main ideas and most details in extended discourse* (newspaper articles) on the topic of immigration. (interpretive)</td>
</tr>
<tr>
<td>- Students will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases*. (presentational)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What <strong>previous/older</strong> language, if any, are you purposefully recycling back in for reinforcement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

Teachers of LLC III & IV: which of the above goals promote **academic language** development? Mark each with a double star (**). 

## Content / Cultural Goals for Understanding

### Big Idea

What big idea will students explore in this unit?

---

### Essential Questions

What provocative questions will foster inquiry, uncovery, understanding of big ideas, transfer of learning, and contextual glue for knowledge/skills?

-  
-  
-  

### Understandings:

What understandings are desired? Be sure to consider a variety of facets: **Explain** - **Interpret** - **Apply** - **Perspective** - **Empathy** - **Self-Knowledge**

-  
-  


- Students will understand that...

Which misunderstandings, if any, are predictable that you will need to actively address?
- 
- 

**Cultural / Content Knowledge Goals**

What key knowledge or “facts”, if any, will students attain as a result of this unit? Examples: Knowledge that enables/equips students to demonstrate or attain understanding, key terms, facts such as when a dynasty began/ended, ingredients in dishes typical of a country, where French is spoken in world, religions in Ecuador, names of major cities in the country
- 
- 

**Other Objectives (if any)**

What other skills will students develop or goals do you have, aside from those captured above? Examples: study skills, rules for participating in a Socratic discussion, technology skills such as run a spell check, cite a source, insert an image, etc.
- 
- 

**California WL Standards Addressed**

A. Content  B. Communication (with functions\(^4\))  C. Cultures  D. Structures  E. Settings

Which Calif. WL standards are addressed in your unit? Include the actual numbering and text of the standards, adapted to the specifics of your unit:

_ (you may hold off on naming Calif standards until after you’ve developed the Learning Plan / Draft #2)
- 
- 
- 
- 
- 
- 
- 
- 

\(^4\)
Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.
Unit Assessment Plan

- You must assess each of your (1) Primary Language Goals, (2) Content / Cultural Goals for Understanding, & (3) Cultural/Content Knowledge Goals (exception: goals above that you list for exposure/familiarity)
- Your assessment plan must monitor both production (speaking/writing) and reception (listening/reading) of the Primary Language Goals, in relative balance.
- Teachers of students at LLC III or LLC IV will need to include attention to Academic Language.
- You may combine or blend different assessment types in a given “test/quiz”, “project”, “presentation”, “essay”, etc. Just make it clear in your descriptions below.
- Review the unit’s scoring guide for scoring criteria of your work.

### Authentic Performance Assessment(s)

Through what authentic performance task(s) will students demonstrate proficiency in your goals (language, culture, etc.) in a real-life context? Frame the performance task(s) using UbD’s GRASPS model (p159). Add additional box templates for tasks if needed.

| Task Title: ____________________________ |
| Which language and content/cultural unit goals will this particular task allow you to assess? (“Students will be able to… / will understand that…”) |
| • ____________ |
| • ____________ |
| • ____________ |

| Goal | ________________ |
| Role | ________________ |
| Audience | ________________ |
| Situation | ________________ |
| Product(s), Performance, Purpose | ________________ |

#### Standards & Criteria for Success → Evaluative Criteria (a simplified scoring rubric)

<table>
<thead>
<tr>
<th>Criteria you’ll be assessing/evaluating:</th>
<th>How well do students need to perform to meet that particular standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Other Assessment Types

Through what other tasks, if any, (e.g. “traditional” quiz/test, academic prompts, etc.) will students demonstrate achievement of the desired results? Add/delete box templates for tasks if needed.

| Task Title: ____________________________ |
| Which language and content/cultural goals will this particular task allow you to assess? |
| ____________ |
| ____________ |
| ____________ |

<p>| General format of | ____________________ |</p>
<table>
<thead>
<tr>
<th>Criteria you'll be assessing/evaluating:</th>
<th>How well do students need to perform to <em>meet</em> that particular <em>standard</em>?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Unit Learning Plan

- Unit Plan should last 2-4 weeks (450min-1200min)
- Review the unit’s scoring guide for scoring criteria.

What sequence of tasks/activities will prepare students to achieve the unit goals on the unit’s formal and informal assessments? In the table below, give a brief description of all activities, coding each with a blending of our traditional Five-Step Lesson and UbD’s WHERE TO5 steps/element(s).

<table>
<thead>
<tr>
<th>Activity/Task Title:</th>
<th>Give a simple title to refer to throughout your lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing:</td>
<td>Give an estimate as to how much class time you expect to dedicate to the activity or task (e.g. 10-15min). Please note if any task is intended as homework. If the assignment will be completed at home as homework, please note so (e.g. “15min in class, rest as HW”). Homework will not count toward the unit’s time limits.</td>
</tr>
<tr>
<td>Lesson Step/Elements:</td>
<td>How you organize and make the goals accessible to your students. A given task may serve more than one purpose (e.g. UK, GP).</td>
</tr>
<tr>
<td>W</td>
<td>Helps the students know Where the unit is going and What is expected of them; helps the teacher know Where the students are coming from (prior knowledge, interests)</td>
</tr>
<tr>
<td>SH</td>
<td>Sets the Stage, Hooks all students, or Holds their interest</td>
</tr>
<tr>
<td>CI</td>
<td>Provides students with Comprehensible Input connected to Primary Language Goals</td>
</tr>
<tr>
<td>UK</td>
<td>In an appropriately scaffolded way, helps students experience, explore, and Understand the cultural/content big ideas or essential questions; helps students learn key Knowledge.</td>
</tr>
<tr>
<td>GP</td>
<td>Provides students with scaffolded Guided Practice toward goals.</td>
</tr>
<tr>
<td>IP</td>
<td>Provides students with Independent Practice toward goals.</td>
</tr>
<tr>
<td>AE</td>
<td>An opportunity to deliberately Assess or Evaluate student progress.</td>
</tr>
<tr>
<td>AL</td>
<td>An opportunity for students to develop their Academic Language skills (only req’d for LLC III / IV)</td>
</tr>
<tr>
<td>R</td>
<td>Allows students to periodically reflect on or self-assess their progress towards unit or personal goals in a structured way.</td>
</tr>
</tbody>
</table>

Skills & Modes Addressed: For example: “interpretive listening,” “interpersonal speaking & listening,” “presentational writing,” etc. If it’s a communicative task, name the mode and skill: interpersonal/interpretive/presentational + L/S/R/W. If it’s non/pre-communicative, such as a drill, just tell the skills involved (L/S/R/W). If in English, just say “English”

Description of Task: Give a brief description of each activity (a short paragraph) to indicate which goals are being addressed. Be sure to explain in general terms what the teacher will be doing and what the students will be doing during the activity, and in what language. Please do not include the detailed procedural instructions here or how you will break up the task. You will explain some of the tasks in greater detail later when you fully design the components.

---

5 The WHERE TO elements are introduced in UbD in figure 1.2 on p22 and explained in greater detail in Ch9 “Planning for Learning”, starting on p198
<table>
<thead>
<tr>
<th>Activity/Task Title</th>
<th>Timing</th>
<th>Lesson Step / Element(s)</th>
<th>Skills &amp; Modes Addressed</th>
<th>Description of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>9.</td>
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<td>10.</td>
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<td>18.</td>
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<tr>
<td>19.</td>
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</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total length of unit:</strong></td>
<td></td>
<td></td>
<td></td>
<td>(2-4 weeks ≈ 450min-1200min)</td>
</tr>
</tbody>
</table>
Five-Step Lesson Plan Overview

Five-Step Lesson: From the larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. The primary focus of the lesson should be on communicative proficiency.

Fully Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out five components/tasks/activities, including all of their respective resources:

- One of your Setting the Stage activities
- One of your Comprehensible Input Presentation activities
- One of your Guided Practice activities
- One of your Independent Practice activities
- One Summative Assessment/Evaluation with Student Reflection

Specific Required Elements:
- Include, to varying degrees, all four skills: listening, reading, writing, speaking.
- Your assessments should include both receptive and productive skills.
- Include some degree of tailoring or differentiation in one or more tasks for students with identified educational needs
- LLC III & IV teachers must include the teaching of Academic Language in your task(s) at some point.

Five-Step Lesson Objectives

<table>
<thead>
<tr>
<th>Primary Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>What current/newer communicative functions will students be able to do (communicate) in the target language by the end of this Five-Step Lesson? What type of language structures or text types will students use to communicate these functions? What specific vocabulary or phrases will they acquire? Give a specific list.</td>
</tr>
<tr>
<td>Frame these as goals: “Students will be able to [function] using [language structure/vocabulary]”</td>
</tr>
</tbody>
</table>

Students will be able to…
Students will be able to…
Students will be able to…

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

Teachers of LLC III & IV: which of the above goals promote academic language development? Mark each with a star (*).

<table>
<thead>
<tr>
<th>Other Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which of the larger unit’s content/cultural/other goals or skills will students be developing in this Five-Step Lesson? (Note: It is not expected that students will be able to demonstrate mastery if the unit will not yet have ended.)</td>
</tr>
</tbody>
</table>

Teachers of LLC III & IV: which of the above goals promote academic language development? Mark each with a star (*).
Describe the nature of the evidence that you will use over the course of the entire lesson and explain how it will allow you to assess your students' progress in each of the stated lesson objectives, both the primary language goals and the content/cultural goals. These may be formative assessments that will help you to alter instruction within a single day's lesson or for subsequent days, or they may be summative assessments that allow you to formally determine the extent to which students have met all of your stated goals for the learning segment: checks for understanding, monitoring around the class, reviewing written student work, showing of hands, formal tests, presentations, etc. Please copy and paste any of the boxes of assessment task descriptions from the Unit Assessment Plan.

---

Five-Step Lesson Sequence of Tasks
Which tasks/activities fall within this Five-Step Lesson learning segment? Please copy and paste the entire series of tasks (including their descriptions) from the Unit Learning Plan above.

---

Five-Step Lesson Materials/Resources
Give a simple list of all instructional materials needed to teach this entire 3-5 hour learning segment/lesson (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.).

- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______

---

6 Regardless of whether you choose to use formative assessments, a formal summative assessment, or a combination, you must employ an assessment plan that gives you confidence that your students have met your communicative goals. This must fit into the short window of 3-5 hours, so make sure your goals are not overly ambitious to teach and assess in that short time frame of 3-5 hours.
Setting the Stage & Comprehensible Input Introduction Presentation

Task Title: _______________

➢ Introduce one (or more) language functions and text types to students in cultural context.
  o function: The ability to carry out tasks with language. May be receptive (listening and reading) or productive (speaking or writing).
  o text type: The form of the message produced or received (oral and written words/formulas, sentences, paragraphs, extended discourse).

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| **New:** What *communicative function*(s) will students be acquiring in the target language during this introduction? Be specific and include an actual listing of target vocabulary\(^7\), phrases, using which structures/grammar, etc., if applicable.
| ______ |
| **Old:** What previous language, if any, are you recycling back in for reinforcement?
| ______ |

<table>
<thead>
<tr>
<th>Other Objectives (if any)</th>
</tr>
</thead>
</table>
| What other *content/cultural/other* goals or skills will students be developing in this task?
| ______ |

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

• ______
• ______
• ______

Setting the Stage and Comprehensible Input Presentation Overview

Give an expanded description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation. In your description, be sure to include:

✓ estimated duration of the Setting the Stage and full Comprehensible Input Presentation
✓ how you’ll ensure that the target input is comprehensible
✓ the organization, stages, breaks, or steps within your presentation
✓ any planned interactions with or between students
✓ your planned checks for understanding
✓ what the teacher and students will be saying/doing
✓ a representative sample of the script\(^8\) of the actual input and/or interactions

\(^7\) Tip: Be realistic about how many words/phrases students can acquire at a time. In an average-length CI presentation of 15min, students might only be expected to acquire 7-10 words/phrases, depending upon whether words are cognates or otherwise easily comprehensible.

\(^8\) This is to give the reader a general sense. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and natural referring to a set of bullet points of the presentation or notecards to improvise around.
In-Class Teaching Demonstration

For your demo in C&I, you should come fully prepared with all materials (visuals, enough handouts, PPT, etc.) as if you were actually teaching your class. If you need access to class technology, be sure to show up early to test your computer, speakers, etc. ahead of time. If, in the interest of time, you’d prefer to only teach your “Comprehensible Input” to C&I, you are welcome to simply explain what you’d have students do for “Setting the Stage” rather than “teach” it to us. Please review the Scoring Rubric below to see how your work will be evaluated. You will be primarily scored on your actual teaching demo in class, but be sure to send both of your instructors a completed digital copy of this document before the start of class. It is highly recommended that you rehearse/practice your presentation in small groups ahead of time to work out as many inevitable “kinks” as possible.

When we give our demos in class, we’ll roughly adhere to the following format:
1. 5min: Give each C&I classmate and instructor a hard copy of these Comp. Input lesson docs, including scoring guide. Give class a brief overview of your unit and this presentation’s specific goals.
2. 10-15min: Teach your lesson.
3. 10min: Get class feedback

Scoring Rubric for Comprehensible Input Presentation Demonstration

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0 2 4 pts</th>
<th>Approaching 5 6pts</th>
<th>Meeting 7 pts</th>
<th>Exceeding 9 10pts</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness &amp; Professionalism</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Language and content is error-free and polished.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Teacher introduces one or more language functions and text types to students in cultural context.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Promotion of Acquisition</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Introduction is likely to promote acquisition of communicative proficiency in goals by…</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ providing input that is comprehensible but just beyond students’ current level (i + 1)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>✓ providing a substantial quantity of input (recontextualization, repetition, etc.)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>✓ maximizing conditions for communicative intent (engaging, low anxiety, interaction, etc.)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Directing/Monitoring</strong></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
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<td></td>
</tr>
<tr>
<td>Teacher gives clear directions, engages learners, and responds to students by <strong>checking</strong> for understanding.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Guided Practice Task Lesson Plan

Task Title: _____________

Task Objectives

Language Objectives

New: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.

Old: What previous language, if any, are you recycling back in for reinforcement?

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

•
•
•

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying
✓ any ways you may tailor or differentiate instruction for particular students.

_________
Independent Practice Task Lesson Plan

Task Title: _____________

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| **New:** What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.  
_______ |
| **Old:** What previous language, if any, are you recycling back in for reinforcement?  
_______ |

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

_______

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

_______

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

• _______
• _______
• _______

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying
✓ any ways you may tailor or differentiate instruction particular students.

_______
Summative Assessment/Evaluation
with Student Reflection

Task Title: ________________

→ Goals/standards/criteria for this assessment are in the Five-Step Lesson’s Overview above.

Task Materials/Resources
Give a simple list of the instructional materials needed for the assessment: the assessment itself, scoring rubric/guide, for feedback, for student reflection. Develop/submit all materials.

• ______
• ______
• ______
• ______
• ______
• ______

Assessment Task Sub-Steps
Give a detailed description of the implementation of this assessment task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Clear your desks, take our a blank sheet of paper, and your pens/pencil,” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”, “Sign up for presentation order on the board.”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ what both the teacher and students will be doing/saying
✓ whether students are allowed to use any notes, reference, visuals, or support. 9
✓ any ways you may tailor or differentiate the assessment for particular students.

Assessment Feedback and Reflection
Explain how:
✓ you as a teacher will provide feedback to each of your students: what they have done well, guidance for improvement, etc.
✓ students will be required to self-assess and reflect on the teacher feedback

9 Be careful about how any support may affect how reliably you can assess students’ genuine acquisition of language proficiency or demonstration of understanding or knowledge. On the other hand, keep in mind what kind of ‘support’ might ordinarily be available in a real-life context.
12. What word-processing software (e.g. Microsoft Word) does the lab have? How updated is the software? Are students allowed to change language settings, such as for running a spell check?
13. What presentational software (e.g. Microsoft Powerpoint) does the lab have? How updated is the software?
14. Do you have access to audio recording equipment such as microphones and headsets? (hint: ask AP teacher)
15. Are the installed web browsers capable of using Google Docs?
16. How does a teacher reserve a lab?
17. How much ahead of time does your CT recommend you reserve the spot for the lab (due to limited availability)?
18. Does your school have a special language lab? What special capabilities does it have that would be useful for your classroom?
Seating Chart
Submit a seating chart (hard copy or digital) of the class in your placement that you have most responsibility for. Annotate (by hand or digitally) the students in your class that you believe merit special consideration in your design and delivery of curriculum, instruction, and assessment. Examples: GATE, IEP/504, poor vision, stutters, difficult home life, medical issues, other special considerations, HL, ELL, etc.

- Note: The point is *not* to showcase the physical layout of your seating arrangement; it is simply a way to give a profile of some of your students.
- In order to protect students’ privacy, please only use initials, not full names.
- You may submit a supplementary commentary if you feel it would help interpret the class profile.

<table>
<thead>
<tr>
<th>stutters</th>
<th></th>
<th></th>
<th>HL</th>
<th>ELL</th>
<th>deaf in left ear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitney</td>
<td>Amy</td>
<td>Hector</td>
<td>Asuna</td>
<td>Kelsey</td>
<td></td>
</tr>
<tr>
<td>José</td>
<td>Xiaoqiu</td>
<td>James</td>
<td>Andre</td>
<td>Neema</td>
<td></td>
</tr>
</tbody>
</table>

*IEP: dyslexia*  
*ADHD*  
*GATE*
Differentiated Task(s)

Demonstrate your ability to differentiate a task/activity in each of the following ways below. This would ideally be a task that you might teach in your placement. You may design a single task that is differentiated in all of the ways listed, or you may design separate tasks for each type. If you design multiple tasks, duplicate the templates below. You will only give a task overview; you will not be expected to fully develop any materials. There is no limit to the duration of the task/activity. Types of differentiation to include:

- modalities/learning styles/intelligences
- tiering/rigor or HL status
- accommodations or adaptations for a special needs student (see your coding)
- student choice

Class context

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? Number of students? Other pertinent information?

_________

What relevant prior knowledge, skill, or exposure are your students coming into this task with? [Is this repeated below? (OLD:)]

_________

Task Title: _____________

Task Objectives

Language Objectives

New: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.

_________

Old: What previous language, if any, are you recycling back in for reinforcement?

_________

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

_________

Description of Task

Give a description of the activity, explaining in general terms what the teacher will be doing and what the students will be doing during the activity. Be sure to highlight and explain each type of differentiation you will be purposefully implementing.

_________
3. Colleagues collaborate in a professional manner by respecting and challenging each other's ideas, dividing work equitably, owning the final product, etc.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

**HL Course Scope**

4. Mapping of standards demonstrates an awareness of the variety of strengths and needs of HL learners.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

**HL Task/Activity**

5. **Focus** Task's overall design connects to and builds towards stated objectives. Task showcases ability to attend to a variety of needs in HL students.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

6. **Sequencing** Task is sequenced using scaffolding or other structured support to guide students successfully through the task.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

7. **Assessment** Assessment plan is likely to yield accurate evidence as to whether students have met task objectives.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>

8. **Principled Design** Task design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to task objectives.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
</table>
Heritage Language Learner  
Course Scope  
Map out the California standards and some examples of interpretations for a year-long course designed specifically for HL learners. You may determine the composition of the language proficiency (connected to LLC) for the target students.

Class context (invented or real)

Range of LLC stage(s) of students in the class? Be sure to refer to the different skills (L/S/R/W). Any other pertinent information?

California WL Standards

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Communication</th>
<th>C. Cultures</th>
<th>D. Structures</th>
<th>E. Settings</th>
</tr>
</thead>
</table>

Which Calif. WL standards would be included in your class? You will likely need to include standards, in different ways, from different stages of the LLC depending upon your target students and their proficiency in the four skills (L/S/R/W). Include the actual numbering and text for each (30+) relevant standard/sub-standard, and include a few examples of curriculum or instruction. Please feel free to repeat examples

A. 3.1 Students address concrete and factual topics related to the immediate and external environment, including:
   a. Social norms: being invited to a dinner in Spain
   b. Historical and cultural figures, stereotypes: liberators Simón Bolívar and José de San Martín; activists Cesar Chavez and Rigoberta Menchú
   c. Animals and their habitats: in the jungle, in the desert, in the Himalayas/Andes
   ...
   ...

B. 3.6 Produce and present a written and oral product in a culturally authentic way: telling a scholarship interview committee about language skills background, writing a thank you note after a job interview, writing a review of a short story

C. 4.2 Explain similarities and differences in the target cultures and between students’ own cultures: comparing roots of traditions for celebrating independence days in U.S.A. versus in Mexico; researching women’s issues in California and in Guatemala.

D. 1.1 Use orthography to write words and phrases in context: words spelled with Y or LL, common words that carry an accent

E. 3.0 Students use language in informal and some formal settings: out shopping, writing a Facebook comment, at a scholarship interview

_________  
_________  
_________  
_________  
_________
Heritage Language Learner
Task/Activity

Collaborate in your group to develop:

- a fully-developed activity/task (45-60min) tailored to an HL classroom
- or
- an fully-developed activity/task (45-60min) made originally for a non-HL (“traditional”) classroom that has been adapted/differentiated for any heritage-language learners also in the course

This activity/task does not need to be connected to the course scope you developed above, and it should showcase your ability to attend to a variety of needs in our HL students. This extended task can be broken into several parts.

Task Title: ________________

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New:</strong> What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.</td>
</tr>
<tr>
<td>_______</td>
</tr>
</tbody>
</table>

| Old: What previous language, if any, are you recycling back in for reinforcement? |
| _______ |

<table>
<thead>
<tr>
<th>Other Objectives (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What other content/cultural/other goals or skills will students be developing in this task?</td>
</tr>
<tr>
<td>_______</td>
</tr>
</tbody>
</table>

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

_______

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

- _______
- _______
- _______

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying
- any ways you may tailor or differentiate instruction for different students
Unit Title: __________________

## Unit Objectives

Map out your unit goals in the tables below. Throughout your unit, you should assess the goals you list below. However, if you have any goals that you don’t expect students to fully master or are simply for the sake of exposure, which you will *not* formally assess, please indicate so: “Students will be *exposed to...* / Students will be *familiar with...*” Be careful to be realistic about the number of language and content/cultural goals you could realistically teach and assess in a few weeks’ time.

### Primary Language Goals

What current/newer communicative **functions** will students be able to do (communicate) in the target language by the end of this unit? What type of language structures or text types will students use to communicate these functions? Be sure to include both **receptive** and **productive** communicative **modes**.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to understand the week’s weather by listening to a radio report. (interpretive)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过去常常. (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to describe theirs and others’ personalities using the verb “ser” with correct noun-adjective agreement in number and gender. (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to describe theirs and others’ personalities using 他很聰明 (Subject+ adverb+ adjective) (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to give health advice to others using the subjunctive. (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to give health advice to others using structures like 你有頭痛，也許你應該採取一些阿司匹林 你累了，休息一下. (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to demonstrate understanding of the main ideas and most details in extended discourse* (newspaper articles) on the topic of immigration. (interpretive)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases*. (presentational)</td>
<td></td>
</tr>
</tbody>
</table>

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

<table>
<thead>
<tr>
<th>Previous Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

Teachers of LLC III & IV: which of the above goals promote academic language development? Mark each with a double star (**).

### Content / Cultural Goals for Understanding

**Big Idea**

What big idea will students explore in this unit?

<table>
<thead>
<tr>
<th>Big Idea</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Essential Questions**

What provocative questions will foster inquiry, uncovery, understanding of big ideas, transfer of learning, and contextual glue for knowledge/skills?

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Understandings:**

What understandings are desired? Be sure to consider a variety of facets: 
*Explain - Interpret - Apply - Perspective - Empathy - Self-Knowledge*
Students will understand that…
Students will understand that…
Students will understand that…

Which misunderstandings, if any, are predictable that you will need to actively address?
____________

____________

Cultural / Content Knowledge Goals
What key knowledge or “facts”, if any, will students attain as a result of this unit? Examples: Knowledge that enables/equips students to demonstrate or attain understanding, key terms, facts such as when a dynasty began/ended, ingredients in dishes typical of a country, where French is spoken in world, religions in Ecuador, names of major cities in the country
____________
____________
____________

Other Objectives (if any)
What other skills will students develop or goals do you have, aside from those captured above? Examples: study skills, rules for participating in a Socratic discussion, technology skills such as run a spell check, cite a source, insert an image, etc.
_________
_________
_________

Unit Assessment Plan

Assessment Materials/Resources
Give a simple list of all materials needed to implement your assessment(s) (student task descriptions, full rubrics, handouts, PPTs, pages from textbook, etc.).
• ______
• ______
• ______

Authentic Performance Assessment(s)
Through what authentic performance task(s) will students demonstrate proficiency in your goals (language, culture, etc.) in real-life context? Frame the performance task(s) using UbD’s GRASPS model (p159). Add additional boxes for tasks if needed.

Task Title: __________________________
Which unit goals will this particular task allow you to assess? (“Students will be able to… / will understand that…”)
____________
____________
____________

Goal
Role
Audience
Situation
Product(s), Performance, Purpose

1559
**Standards & Criteria for Success**

<table>
<thead>
<tr>
<th>Evaluative Criteria (a simplified scoring rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong> you’ll be assessing/evaluating:</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**Other Assessment Types**

Through what other tasks, if any, (e.g., “traditional” quiz/test, academic prompts, etc.) will students demonstrate achievement of the desired results? Add/delete boxes for tasks if needed.

<table>
<thead>
<tr>
<th><strong>Task Title:</strong> ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which unit goals will this particular task allow you to assess?</td>
</tr>
<tr>
<td>____________</td>
</tr>
<tr>
<td>____________</td>
</tr>
<tr>
<td>____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>General format of task/assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Standards &amp; Criteria for Success</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluative Criteria (a simplified scoring rubric)</td>
</tr>
<tr>
<td><strong>Criteria</strong> you’ll be assessing/evaluating:</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**Implementation Plan**

How would you introduce, implement, and “administer” the assessment(s)? Give a general description of some logistics, scaffolding, what you/students will be doing, etc.

| ____________ |

**Feedback and Reflection**

What are some opportunities in the assessment(s) you see (1.) for the teacher to give students feedback and (2.) for students to reflect on their progress?

| ____________ |
## Assessment Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Professionalism, Preparation, Submission Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. You follow all assignment and submission <strong>instructions</strong> and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are <strong>well polished</strong> (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>3. Colleagues collaborate in a professional manner by respecting and challenging each other’s ideas, dividing work equitably, owning the final product, etc.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>Medium (1-2 short paragraphs)</td>
</tr>
<tr>
<td><strong>Assessment Design</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assessment plan is likely to yield <strong>convincing evidence</strong> as to whether students have met all unit objectives: communicative proficiency, cultural/content understandings, etc.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>Medium (1-2 short paragraphs)</td>
</tr>
<tr>
<td>5. Assessment(s) are organized cohesively and assess a balance of the <strong>multiple dimensions</strong> of language acquisition (skills/modes, communicative functions/vocabulary/structural accuracy/text types, etc.)</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td>Brief (2-3 sentences)</td>
</tr>
</tbody>
</table>
Writing Task Lesson Plan

Task Title: ______________

Task Overview

Estimated timing of task:
Give a brief description of the task, including whether it's intended as guided practice or independent practice/extension:

Class context

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

Task Objectives

Primary Language Goal(s)

What current/newer communicative functions will your students be acquiring?

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

California WL Standards Addressed

A. Content  B. Communication (with functions 2)  C. Cultures  D. Structures  E. Settings

Other Objectives (if any)

What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives, in particular communicative functions.

Task Materials/Resources

1. Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).
   a. ________

2. Submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.).
   Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).

---

2 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.
**Task Sub-Steps**

Give a detailed description of the task by enumerating and describing the **sequence of steps**. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

---

**Rationale**

How does your plan reflect an attention to research/theory/advice regarding effective teaching of language, specific to this task? You are encouraged to refer to A. Omaggio Hadley’s *Teaching Language in Context*, B. Van Patten’s *Implications for Teaching*, R. Ellis, or other research presented in class or that you might be familiar with. Please give a paragraph-length response.

---

**Collaboration Reflection**

Briefly explain how you improved your lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes. Please give a paragraph-length response.

---

3 Be sure to refer to the Instructional Task Management inventory sheet from class for additional considerations.
# Speaking Task Lesson Plan

## Task Title:
__________

## Task Overview

**Estimated timing of task:**
Give a brief description of the task, including whether it's intended as guided practice or independent practice/extension:

## Class context

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

## Task Objectives

### Primary Language Goal(s)

What current/newer communicative functions will your students be acquiring?

_________

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

## California WL Standards Addressed

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Communication (with functions)</th>
<th>C. Cultures</th>
<th>D. Structures</th>
<th>E. Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

## Other Objectives (if any)

What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

## Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives, in particular communicative functions.

## Task Materials/Resources

Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).

- ______

## Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

---

1 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.

2 Be sure to refer to the Instructional Task Management inventory sheet from class for additional considerations.
- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

### Rationale

How does your plan reflect an attention to research/theory/advice regarding effective teaching of language, specific to this task? You are encouraged to refer to A. Omaggio Hadley’s *Teaching Language in Context*, B. Van Patten’s *Implications for Teaching*, R. Ellis, or other research presented in class or that you might be familiar with. Please give a paragraph-length response.

### Collaboration Reflection

Briefly explain how you improved your lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes. Please give a paragraph-length response.
<table>
<thead>
<tr>
<th><strong>Submission Instructions</strong></th>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>You follow all submission instructions</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td><strong>Lesson/Task Design</strong></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Teacher identifies general and specific strengths and weakness of task and instruction.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td><strong>Assessing Student Learning</strong></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Teacher reasonably interprets data to assess student achievement of task objectives. Teacher considers individual and group patterns of achievement.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td><strong>Responding to Data</strong></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Teacher identifies logical next steps to help students achieve objectives.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
Reading Task Lesson Plan

Task Title: Two Radio Broadcasts

Class Context

Class level(s)? Proficiency ranges of students (e.g. Novice-Low, Intermediate-High)? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?
The class is a Spanish 1 class of 35 traditional Ss in San Mateo, CA. At this point, Ss are performing in the Novice-Mid level (LLC level 1), relying on memorized words, phrases, and formulas.

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?
Comp. Input lesson on the activities/verbs
Numbers 1-10
Greetings

General Overview of Task

Learning Goal Estimated timing of task: 15-20min
Ss will be able to understand other’s likes and dislikes of activities in a semi-authentic radio broadcast.

Give a brief description of the task, including whether it’s intended as guided practice or independent practice/application/extension:
Ss listen to two simulated radio broadcasts in Spanish. For the first program, Ss listen to and note down whether interviewed Ss like or dislike doing certain activities. For the second, Ss listen to and order a “Top Ten” list of recommended activities for staying happy during the year. This is guided practice.

California World Language Standards

Include the actual numbering and text of the CA standards, adapted to the specifics of your lesson. Assorted examples are given in blue.

A. Content
What content do students address in the lesson?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1.1.g</td>
<td>Ss address leisure, hobbies, and activities</td>
</tr>
<tr>
<td>A.4.1.d</td>
<td>Ss learn about the Malvinas/Falklands island dispute</td>
</tr>
</tbody>
</table>

B. Communication
How are the communicative modes addressed in the lesson?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Mode</td>
<td>None</td>
</tr>
<tr>
<td>Interpretive Mode</td>
<td>B.1.2 Ss interpret spoken language by listening to a scripted radio broadcast</td>
</tr>
<tr>
<td>Presentational Mode</td>
<td>None</td>
</tr>
</tbody>
</table>

Functions
What functions do students need to perform in the lesson? (i.e. What will students be able to do with the language?)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Productive: speaking/writing</td>
<td>None</td>
</tr>
<tr>
<td>Receptive: listening/reading/viewing</td>
<td>B.1.5 Ss identify learned words (activities) in scripted texts while listening</td>
</tr>
</tbody>
</table>

C. Cultures
What aspects of culture do students address in the lesson?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>C.1.1</td>
<td>Ss become familiar with a famous Spanish song and artist</td>
</tr>
<tr>
<td>C.1.2</td>
<td>Ss recognize the multilingual nature of Spain</td>
</tr>
<tr>
<td>C.1.3</td>
<td>Ss recognize musical and linguistic borrowings</td>
</tr>
</tbody>
</table>

D. Structures
What structures do students need in order to perform the stated functions in the lesson?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>D.1.0</td>
<td>Ss use phonology to understand words in context</td>
</tr>
<tr>
<td>D.2.1</td>
<td>Ss use morphology (noun-adj agreement) to produce informal communications</td>
</tr>
</tbody>
</table>

E. Settings
In what settings are students being prepared to perform in?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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1 “what is created by members of the culture, both tangible and intangible, e.g. a house, an eating utensil, a painting, a piece of literature, a system of education, a ritual, an oral tale, a dance” (Shrum & Glisan, p155)

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Other Objectives

What other knowledge, understandings, or skills will students develop, aside from those captured in the California Standards above? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, rules for participating in a Socratic discussion, running a spell check, cite a source, insert an image, building classroom community, etc.)

- _______________
- _______________
- _______________

Task Assessment(s)

Describe the nature of the assessment evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands, choral response...) and explain how it will allow you to assess your students’ achievement of the stated Learning Goal.

I’ll pause each radio program early on and poll the class on what their responses are to make sure they are on the right track. While Ss are engaged in the each task, I’ll walk around and informally monitor their written responses. For the first broadcast, I’ll cold-call on Ss to give me answers, then I’ll more formally examine their responses for accuracy once they’ve turned it in. For the second broadcast, I’ll cold-call on students to give me the answers for #10, #9, #8, etc. Since this is a basic guided practice, the accuracy of their responses (only one possible answer) should give me information about their current ability to understand the language.

Other sample assessment ideas for different tasks:
“In students’ response paragraphs I’ll be checking to see if they start with a topic sentence and follow it with...”
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Give a detailed description3 of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. Please specify:

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✔ if any part of the task is being conducted in English; otherwise, it will be assumed to be in the target language.
✔ what both the teacher and students will be doing/saying

3 Refer to the Instructional Task Management inventory sheet from class for additional considerations.
Radio Program #1
1. [2min] Teacher tells students to take out their vocab lists and a sheet of paper and give it a full heading, including the title “Programas de radio” in Spanish, direct Ss to copy the table from the worksheet, as projected on the screen: “Copy the table, including names and like/dislike.”
2. [1min] Teacher tells Ss to silently read the instructions for the first broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables.
3. [4min] Play the broadcast, Ss record responses, and stop after the first interviewee. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class Ss students as they complete the table.
4. [2min] Review responses by cold-calling on Ss: “What does Josefina like/dislike to do?”… When done, give Ss a chance to check over their spelling/accents using their vocab lists.

Radio Program #2
1. [1min] Direct Ss to copy down the second table, but they only need to include the letters in the boxes, not actually draw the pictures.
2. [2min] Teacher tells Ss to silently read the instructions for the second broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables. Since the pictures aren’t necessarily clear as to what they represent, teacher, quickly in English, establishes what each represents. Ask students if they’ve heard a Top Ten Countdown before: what order do the number usually go in?
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Rationale
How does your plan reflect an attention to research/theory/advice/tips regarding effective teaching of language, specific to this task? You are encouraged to refer to Shrum & Glisan, B. Van Patten’s Implications for teaching, R. Ellis, or other research presented in class or that you might be familiar with.

(A response of a few sentences to a paragraph)

Collaboration Reflection
Briefly explain how you improved your task/lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes you made to your lesson.

(A response of a few sentences to a paragraph)

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### Reading Task Lesson Plan

**Task Title:** Two Radio Broadcasts

**Class Context**

<table>
<thead>
<tr>
<th>Class level(s)?</th>
<th>Proficiency ranges of students (e.g. Novice-Low, Intermediate-High)?</th>
<th>Traditional/heritage learner classroom?</th>
<th>City/name of school?</th>
<th>Number of students?</th>
<th>Other pertinent information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class is a Spanish 1 class of 35 traditional Ss in San Mateo, CA. At this point, Ss are performing in the Novice-Mid level (LLC level 1), relying on memorized words, phrases, and formulas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

- Comp. Input lesson on the activities/verbs
- Numbers 1-10
- Greetings

**General Overview of Task**

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Estimated timing of task: 15-20min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss will be able to understand other’s likes and dislikes of activities in a semi-authentic radio broadcast.</td>
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</tbody>
</table>

Give a brief description of the task, including whether it’s intended as guided practice or independent practice/application/extension:

Ss listen to two simulated radio broadcasts in Spanish. For the first program, Ss listen to and note down whether interviewed Ss like or dislike doing certain activities. For the second, Ss listen to and order a “Top Ten” list of recommended activities for staying happy during the year. This is guided practice.

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Include the actual numbering and text of the CA standards, adapted to the specifics of your lesson. Assorted examples are given in blue.

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<thead>
<tr>
<th>A. Content</th>
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<table>
<thead>
<tr>
<th>B. Communication</th>
<th>Interpersonal Mode</th>
<th>Interpretive Mode</th>
<th>Presentational Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>None.</td>
<td>B.1.2 Ss interpret spoken language by listening to a scripted radio broadcast.</td>
<td>None.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Productive: speaking/writing</th>
<th>Receptive: listening/reading/viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>None.</td>
<td>B.1.5 Ss identify learned words (activities) in scripted texts while listening</td>
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<table>
<thead>
<tr>
<th>C. Cultures</th>
<th>Products¹</th>
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</thead>
<tbody>
<tr>
<td>C.1.1 Ss become familiar with a famous Spanish song and artist</td>
<td></td>
</tr>
<tr>
<td>Practices²</td>
<td></td>
</tr>
<tr>
<td>C.1.2 Ss recognize the multilingual nature of Spain</td>
<td></td>
</tr>
<tr>
<td>C.1.3. Ss recognize musical and linguistic borrowings</td>
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<table>
<thead>
<tr>
<th>D. Structures</th>
<th>D.1.0 Ss use phonology to understand words in context</th>
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<tr>
<th>E. Settings</th>
<th>E.1.0. Ss use language in highly predictable common daily settings (listening to school announcements).</th>
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Other Objectives

What other knowledge, understandings, or skills will students develop, aside from those captured in the California Standards above? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, rules for participating in a Socratic discussion, running a spell check, cite a source, insert an image, building classroom community, etc.)

- ___________________________
- ___________________________
- ___________________________

Task Assessment(s)

Describe the nature of the assessment evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands, choral response...) and explain how it will allow you to assess your students’ achievement of the stated Learning Goal.

I’ll pause each radio program early on and poll the class on what their responses are to make sure they are on the right track. While Ss are engaged in the each task, I’l walk around and informally monitor their written responses. For the first broadcast, I’ll cold-call on Ss to give me answers, then I’ll more formally examine their responses for accuracy once they’ve turned it in. For the second broadcast, I’ll cold-call on students to give me the answers for #10, #9, #8, etc. Since this is a basic guided practice, the accuracy of their responses (only one possible answer) should give me information about their current ability to understand the language.

Other sample assessment ideas for different tasks:
“In students’ response paragraphs I’ll be checking to see if they start with a topic sentence and follow it with...”
“Looking at which pictures my students circled in the handout will convince me that they...”
“During student conversations I’ll walk around the class. As I monitor students, I’ll be sure to be paying attention to whether they...”
“I’ll have all students shout out a choral response on the count of 1...2...3! I’ll check to see how many students each time...”

Task Materials/Resources

1. Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout title, digital projector, etc.).
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Task Lesson Plan Sub-Steps

Give a detailed description3 of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. Please specify:

- estimated duration of each step in the task (e.g. 5min)
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- if any part of the task is being conducted in English; otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

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3 Refer to the Instructional Task Management inventory sheet from class for additional considerations.
Radio Program #1
1. [2min] Teacher tells students to take out their vocab lists and a sheet of paper and give it a full heading, including the title “Programas de radio” in Spanish, direct Ss to copy the table from the worksheet, as projected on the screen: “Copy the table, including names and like/dislike.”
2. [1min] Teacher tells Ss to silently read the instructions for the first broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables.
3. [4min] Play the broadcast, Ss record responses, and stop after the first interviewee. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class monitoring Ss as they complete the table.
4. [2min] Review responses by cold-calling on Ss: “What does Josefina like/dislike to do?”… When done, give Ss a chance to check over their spelling/accents using their vocab lists.

Radio Program #2
1. [1min] Direct Ss to copy down the second table, but they only need to include the letters in the boxes, not actually draw the pictures.
2. [2min] Teacher tells Ss to silently read the instructions for the second broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables. Since the pictures aren't necessarily clear as to what they represent, teacher, quickly in English, establishes what each represents. Ask students if they've heard a Top Ten Countdown before: what order do the number usually go in?
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Listening Task Lesson Plan

Task Title: Two Radio Broadcasts

Class Context

Class level(s)? Proficiency ranges of students (e.g. Novice-Low, Intermediate-High)? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?
The class is a Spanish 1 class of 35 traditional Ss in San Mateo, CA. At this point, Ss are performing in the Novice-Mid level (LLC level 1), relying on memorized words, phrases, and formulas.

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?
Comp. Input lesson on the activities/verbs
Numbers 1-10
Greetings

General Overview of Task

Learning Goal
Ss will be able to understand other’s likes and dislikes of activities in a semi-authentic radio broadcast.

Give a brief description of the task, including whether it’s intended as guided practice or independent practice/application/extension:
Ss listen to two simulated radio broadcasts in Spanish. For the first program, Ss listen to and note down whether interviewed Ss like or dislike doing certain activities. For the second, Ss listen to and order a “Top Ten” list of recommended activities for staying happy during the year. This is guided practice

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Include the actual numbering and text of the CA standards, adapted to the specifics of your lesson. Assorted examples are given in blue.

A. Content
What content do students address in the lesson?
A.1.g Ss address leisure, hobbies, and activities
A.4.1.d Ss learn about the Malvinas/Falklands island dispute

B. Communication
How are the communicative modes addressed in the lesson?

Interpersonal Mode
None.

Interpretive Mode
B.1.2 Ss interpret spoken language by listening to a scripted radio broadcast.

Presentational Mode
None.

Functions
What functions do students need to perform in the lesson? (i.e. What will students be able to do with the language?)

Productive: speaking/writing
None.

Receptive: listening/reading/viewing
B.1.5 Ss identify learned words (activities) in scripted texts while listening

C. Cultures
What aspects of culture do students address in the lesson?

Products¹
C.1.1 Ss become familiar with a famous Spanish song and artist

Practices²
C.1.2 Ss recognize the multilingual nature of Spain
C.1.3 Ss recognize musical and linguistic borrowings

D. Structures
What structures do students need in order to perform the stated functions in the lesson?

D.1.0 Ss use phonology to understand words in context
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E. Settings
In what settings are students being prepared to perform in?
E.1.0. Ss use language in highly predictable common daily settings (listening to school announcements).
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B. Four Classroom Observations

It is a good idea to get to know other teachers’ ways of teaching language, content, and managing their classes. Our own personality and style are likely different from our CT’s, and we can’t predict what type of teaching environment we will find ourselves in next year. Also, since we are expected as WL teachers to teach a variety of content in the target language, we should have a sense of the best practices of teachers of other disciplines. Many new teachers hope to observe other teachers in their new school, but they find it very challenging to find the time. You will visit other teachers (with 3 or more years of classroom experience) at your school, your classmates’ schools, or other schools. You may want to observe classes different from yours: upper/lower levels, heritage language classes, mixed level classes, etc. Please observe and take brief notes on:

- **Two teachers (not CT) of your target language**
- **One teacher of another world language**
- **One teacher of another content area**: Social Studies (recommended), English/Language Arts, or other disciplines

**Observation suggestions**

Remember, you want to make a good impression—you may very well find yourself wanting to be hired by this teacher next year. Also, your presentation of yourself reflects both on you and on STEP. It is not easy to be an observer and understand the subtleties and rationale behind the choices another teacher makes. “Teaching language” is a complex skill that involves knowledge of how languages are learned, how to manage a classroom of students, how to stay organized and improvise when needed, how to interact with a variety of student personalities, etc. in a complex context. In short, even though you may be confused by a teacher’s approach or completely disagree with it, think less about “What would I have done differently or ‘better’ in this situation?” and more about “What is useful or instructive about what I’m seeing?” Please frame your observations accordingly.

**Organizing Ahead of Time:**

- Be sure to get your CT’s permission to miss class.
- Ask a potential hosting teacher’s permission to visit at least one week ahead of time, and send a reminder of your visit the day before. Introduce yourself, including telling the teacher that you are from STEP and that you are students of Michael and Helene. If something unexpected comes up and you are not able to observe the class at the agreed time, you need to explain this to the teacher at the earliest convenience.
- Perhaps organize your visits in a small group with other candidates to minimize the impact to the host teachers’ time.
- Pick a teacher who will inspire you to be a better teacher. You want to have a positive learning experience.

**The Day of the Observation**

- Do not show up late! Be prepared to get lost on your way to the school, have trouble finding parking, and trying to find the specific classroom.
- Make sure that you check into the main office of the school before going to the teacher’s classroom. Visitors must sign in at most schools.
- An observer is a guest in the teacher and students’ classroom, so, please be respectful. Arrive a few minutes before the start of class and ask where you can sit.
- Remember that observations are not always easy for the classroom teachers involved. The teacher may want to do extra preparation for that particular day and may not be free to explain and answer many questions. Do not expect the teacher to be free before school, during their prep period, or during lunch.
- Once in the classroom, be as unobtrusive as possible. The teacher may introduce you to the class. If students ask who you are, quietly give a brief response. It may be best to take a non-participatory role during the class instruction; only interact with students if given permission.
- Do not use audio or video equipment. Simply take notes and collect materials that you might be given.
- If time permits, you might ask some questions regarding materials or techniques used.
- Before leaving, make sure that you thank the teacher for letting you visit his/her class. It’s recommended you bring a very small token of your gratitude to the hosting teacher and let the teacher know what you appreciated from your visit.

**After the Observation**

- Send the teacher a brief thank you email for their time. You might want to send him/her a copy of your observation since all teachers appreciate positive feedback.

**Observation #1**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
</table>

Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.
### Observation #2

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
</table>

Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.

### Observation #3

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
</table>

Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.

### Observation #4

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher Name:</th>
<th>School:</th>
<th>Class/Language &amp; Levels:</th>
</tr>
</thead>
</table>

Take informal notes on what you found to be effective strategies: WL teaching, classroom management, organization, classroom atmosphere, etc.
Objectives (look at Listening Task...can just use the CA standards table instead?)

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functions:</strong> What communicative function(s) will students be acquiring in the target language during this introduction? Students will be able to understand/tell ________</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> provide an actual listing of target vocabulary or expressions ________</td>
</tr>
<tr>
<td><strong>Grammar/Structure</strong> (if any): which key grammatical forms will be included in the presentation? ________</td>
</tr>
<tr>
<td><strong>Old</strong> (if any): What previous language are you recycling back in for reinforcement? ________</td>
</tr>
<tr>
<td><strong>Other Objectives</strong> (if any) What other content/cultural/other goals or skills will students be developing in this task? ________</td>
</tr>
</tbody>
</table>

Materials/Resources

Give a simple list of the instructional materials needed for this lesson (e.g. textbook pages 34-35, title of handout, digital projector, vocab cards, vocab list name/link to video, etc.). Develop/submit all materials see listening task for better versino of this.

• ________
• ________
• ________

Lesson Plan

Give an expanded description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation. In your description, be sure to include:

✓ how you'll ensure that the target input is comprehensible (visuals, gestures, acting, etc.)
✓ the organization, stages, breaks, or steps within your presentation
✓ estimated duration/timing of the lesson steps
✓ any planned interactions with or between students
✓ your planned checks for understanding throughout the presentation
✓ what the teacher and students will be saying/doing
✓ a representative sample of the script of the actual input and/or interactions

Setting the Stage:

__________

Comprehensible Input Presentation:

__________

1 Tip: Be realistic about how many words/phrases students can acquire at a time. In an average-length CI presentation of 15-30min, students might only be expected to acquire 7-12 words/phrases, depending upon whether words are cognates or otherwise easily comprehensible.

2 This is to give the reader a general sense of how you plan to introduce the language. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and more natural referring to a set of bullet points of the presentation or notecards to improvise around.
Colleague Feedback Reflection (Recommended)

Briefly explain how you improved your lesson after your practice with your colleague(s). Explain some of the highlights of any changes.

Follows assignment instructions?

Scoring Rubric for Comprehensible Input Presentation Demonstration

<table>
<thead>
<tr>
<th>Preparedness &amp; Professionalism</th>
<th>Initial Stages 0 2 5 pts</th>
<th>Approaching 6 7pts</th>
<th>Meeting 8 9pts</th>
<th>Exceeding 10pts</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher is prepared with all required materials and has clearly rehearsed the instruction.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Language and content is error-free and polished.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Teacher introduces one or more language functions, with a focus on vocabulary acquisition.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Promotion of Acquisition</td>
<td>Introduction is likely to promote acquisition of communicative proficiency in goals by...</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>✓ providing input that is comprehensible but just beyond students’ current level (i + 1)</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>✓ providing a substantial quantity of input (recontextualization, repetition, etc.)</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>✓ maximizing conditions for communicative intent (engaging, low anxiety, interaction, etc.)</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Directing/Monitoring</td>
<td>Teacher gives clear directions, engages learners, and responds to students by checking for understanding.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
Unit Title: _____

**Class context**
(class grade level(s), proficiency range(s) of students, traditional or heritage learner classroom, Bay Area, etc.)

**Unit Overview**

<table>
<thead>
<tr>
<th>National Standard (5C’s)</th>
<th>How does your unit address this standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Follow the example of the Reflection section of the Learning Scenarios.</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>1.1 oral conversation</td>
<td></td>
</tr>
<tr>
<td>1.2 interpretive reading</td>
<td></td>
</tr>
<tr>
<td>1.2 interpretive listening</td>
<td></td>
</tr>
<tr>
<td>1.3 presentational speaking</td>
<td></td>
</tr>
<tr>
<td>1.3 presentational writing</td>
<td></td>
</tr>
<tr>
<td>Cultures</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>Comparisons</td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Communities</td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td></td>
</tr>
</tbody>
</table>

**Note**: for the purposes of this unit plan assignment, please address all of the national standards, even if in your actual teaching practice this might not be realistic for each unit you teach. Also, you do not need to include all of the Calif standards; just cross-reference them when you are done (e.g. Content 3.1.b, Structures 1.2)
Lesson Objectives

Language Goals

What communicative functions will students be able to do (communicate) in the target language by the end of this Five-Step Lesson? What types of language structures or text types will students use to carry out these functions?

Frame these as goals: Students will be able to [function] using [language structure/text type]
- (Please replace these various example goals with your own...)
- Ss will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs. (interpersonal)
- Ss will be able to identify the week’s weather by listening to a radio report. (interpretive)
- Ss will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)
- Ss will be able to describe theirs and others’ personalities using 他很聰明(Subject+ adverb+ adjective) (interpersonal)
- Ss will be able to give health advice to others using the subjunctive. (interpersonal)
- Ss will be able to demonstrate understanding of the main ideas and most details in extended discourse (newspaper articles) on the topic of immigration. (interpretive)
- Ss will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases. (presentational)

Other Goals

Which of the larger unit’s other content/cultural/other goals or skills will students be developing in this Five-Step Lesson?
- Ss will be able to compare their local public transportation with those in Chile & Spain.
- Ss will be able to collaborate using a Google Doc.
- Ss will be able to articulate the significance of certain numbers in the target culture.
- Ss will be able to identify many French-speaking communities in Africa and the Americas.
- Ss will be able to use shorthand approximations for converting Celsius to Fahrenheit (F = 2 x C + 30)

Lesson Plan Sequence

List and describe the sequence of tasks in the table further below. Please do not concern yourself with actually calendaring out the activities into a Mon-Fri week; just fill in the table with the chronological order of the activities.

Activity/Task Title: Give a simple title to refer to throughout your lesson.
Timing: Give an estimate as to how long you expect the activity or task to take (e.g. 10-15min). If the assignment will be completed at home as homework, please note so here (e.g. 15min in class, finish as HW). Keep in mind the attention level of a high school student!
5-Step Lesson Step: Name the steps (SS/CI/GP/IP/ASS), but feel free to judiciously deviate from the strict 5-Step Plan, if desired. For example, you might decide to break the teaching of your lesson’s target function(s) up. See out PPT lesson for the examples of how this might be done.
Communicative Modes Addressed: Which mode & specific skill (L/S/R/W): “interpretive listening,” “interpersonal speaking & listening,” “presentational writing,” etc. If the task is non/pre-communicative (e.g. verb conjugation drill, copying characters with proper stroke order, repeating words for pronunciation) just state the skill involved: “writing,” “speaking.”
Description of Task: Give a brief description of each activity (a few sentences, perhaps with example). Be sure to explain in general terms what the teacher will be doing and what the students will be doing during the activity, and in what language. You don’t not need to include detailed procedural instructions. It will be assumed that activities and texts will be in the target language; please note when this is not the case.

<table>
<thead>
<tr>
<th>Activity/Task Title</th>
<th>Timing</th>
<th>Lesson Step</th>
<th>Communicative Mode</th>
<th>Description of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Assessment Plan

Describe the nature of the evidence that you will use over the course of the entire lesson and explain how it will allow you to assess your students’ achievement of the stated lesson objectives. These may be formative assessments that will help you to alter instruction within a single day’s lesson or for subsequent days (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands), or they may be summative assessments that allow you to formally determine the extent to which students have met all of your stated goals for the learning segment (e.g. formal tests, presentations).

Rationale

How does your lesson reflect an attention to research regarding the acquisition of language and development of communicative proficiency? You are encouraged to refer to B. Van Patten’s Implications for teaching, Shrum & Gilson’s key principles, or other research presented in class or that you might be familiar with. Please give a brief response in the length of a paragraph or up to one page, single-spaced.
involving the exchange of pedagogical and scholarly information. Through extensive collaboration with educators, professionals, and institutions in other countries, the AATSP contributes to a better and deeper understanding between the United States and the Spanish- and Portuguese-speaking nations of the world.

**CLASS: Chinese Language Association of Secondary-Elementary School**
classk12.org
Mission & Vision: a non-profit professional organization that represents all Chinese language educators at all levels from elementary to secondary schools. CLASS advances and promotes the teaching and learning of Chinese language and culture at PreK-12 schools in the United States.

1. To lead and promote the learning and teaching of Chinese in secondary and elementary schools in the United States;
2. To encourage effective collaboration and articulation among elementary, secondary and college Chinese language instructors;
3. To offer professional development opportunities and training in current teaching practices and instructional technology;
4. To foster a national network for exchanging information, ideas, and curricular resources related to the teaching of Chinese language and culture.

**CLTA: Chinese Language Teachers Association**

*not to be confused with the other CLTA: California Language Teachers Association*
ctla-us.org
Mission Statement:
The Chinese Language Teachers Association (CLTA) promotes the study of Chinese language and culture in an international context. Given the importance of the Chinese speaking world and its global cultural, social, economic, and political impact, our mission is to promote the Chinese language as a tool for communication worldwide. As a professional organization, CLTA represents Chinese language teachers in all educational settings. It supports establishing and sustaining quality Chinese programs, K-16 articulation, teacher education and professional development, and research relating to all aspects of teaching and learning about Chinese languages and cultures. The Association is committed to providing leadership, scholarship, and service to its members and to all sectors of society.

Goals:
1. Provide leadership to expand the capacity for high quality and sustainable Chinese language learning and teaching in the United States.
2. Develop, improve, and strengthen Chinese language and culture instruction
3. Establish a forum for exchanging information, expertise, ideas, experiences, and materials.
4. Enhance the growth of the organization via professional service to the field.
5. Foster quality scholarship based on theoretical and empirical research.

**REGIONAL**

**SWCOLT: Southwest Conference on Language Teaching**
www.swcolt.org
Description: SWCOLT is a professional organization whose primary purpose is to plan, organize and supervise an annual meeting for language teachers. In addition, SWCOLT participates in the professional advancement and development of teachers through scholarships, awards, publications and advocacy.

**STATE**

**CWLP: California World Language Project**
*formerly CWLP: California Foreign Language Project*
www.stanford.edu/group/CFLP/
Primary Goals:
1. Strengthening of Academic Content Knowledge
2. Development of Teacher Leadership
3. Service to Low-Performing Schools
4. Development of Partnerships with Low-Performing Schools
5. Support and Maintenance of Professional communities and Teacher Networks
6. Evaluation

<table>
<thead>
<tr>
<th>CLTA: California Language Teachers Association clta.net</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement: To provide support, leadership and vision for quality world language and culture teaching and learning in California.</td>
<td>2.</td>
</tr>
</tbody>
</table>

**LOCAL**

<table>
<thead>
<tr>
<th>SWLP: Stanford World Language Project formerly BAFLP: Bay Area Foreign Language Project No updated webpage</th>
<th>1. will be discussed in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description: BAFLP offers a tiered professional development program series of three levels followed by an invitational leadership strand so teachers participate in long-term professional development in a deep and meaningful way. The programs are also in alignment with the national foreign language content standards to promote student achievement....BAFLP serves all teachers in San Mateo, San Francisco, and Santa Clara counties.</td>
<td>2. will be discussed in class</td>
</tr>
<tr>
<td></td>
<td>3. will be discussed in class</td>
</tr>
</tbody>
</table>

Adapted from Shrum & Glisan’s *Teacher’s Handbook*. 
• How do you think a native speaker of the same age would have done in a similar "assessment"? Give examples of tasks in each activity type that you think a native speaker would have had trouble with.
• Reflect on your own performance as an interviewer and assessor. What worked well? What should you try to improve next time?
• Briefly compare this assessment to the CELDT’s oral language assessment approach.

Evaluation Criteria

1. Submitted Interview Data
   o a brief description of your student and why you chose to interview her/him
   o a recording of the interview that includes part I, II, and III of the interview (part IV and V are optional). Note: You do not need to submit a recording of the interview.
   o a copy of the questions you used in the interview
   o a description of the interview and why you chose the questions you chose

2. Addresses all of these questions with details and specific examples from the interview:
   o Q’s on Student’s Language:
     • What level (on the Oral Language Interview Rubric) would you rate your student? Give evidence.
     • What does this student need to work on with respect to English?
     • How do you think a native speaker of the same age would have done in a similar "assessment"? Give examples of tasks in each activity type that you think a native speaker would have had trouble with.
   o Q’s on Language Assessment:
     • What appeared to be valid about this assessment and what didn’t? (Address this question as if you are an assessment developer and you are providing feedback to help improve it.)
     • Reflect on your own performance as an interviewer and assessor. What worked well? What should you try to improve next time?
     • Briefly compare this assessment to the CELDT’s oral language assessment approach.
World Languages Alternative Assignment 1: Your Language Learning Experience

In many ways, some of the candidates in the STEP program, especially those in the World Languages section, have lived through exactly what this course is about: going in a place where another language is spoken and learning a new language while learning other non-language things at the same time. Some of you have even gone through the school system in the US being placed in various categories because of your linguistic background or the background of your family.

In this alternative assignment, write an essay sharing something in writing about your experiences learning a language, being classified as LEP, going through forms of bilingual education and ELD, or any other aspect of language related to this course. Specifically, you should approach this essay thinking about your personal experiences in relation to your work as a teacher.

- What do your experiences lead you to believe are effective/productive ways to deal with, relate to, teach, support, and challenge English language learners in a content area or ELD teacher’s classes?
- How should methods change across content areas, grade levels, or length of time since arrival?
- What other variables should teachers consider?
- In what ways do your experiences resonate (or not) with the readings and discussions you have done so far for the large class?
- Finally, analyze these conclusions critically, considering what might be the limitations of the conclusions you have drawn based on solely your experiences.

Your essay should be about 2 pages single spaced.
Assessment (CSTP Standard 5)

- **Formative** (Monitoring during the lesson)
  - What formative assessments will you use to monitor students’ progress towards meeting your learning goals during the lesson? Are these assessments appropriate for your L2 students?
  - What opportunities for feedback or what type of feedback will you provide to students as part of monitoring their assessment?
  - In what ways will students have the opportunity to make changes based on your feedback?

- **Summative**
  - What evidence of student learning will you collect?
  - In what ways will the evidence document students’ knowledge, skills and understandings?
  - How will you evaluate the product you collect? What criteria will be used?
  - How might you adapt or modify your assessments for L2 students?
  - What feedback will be provided to students and what are your goals for that feedback?

**Lesson Procedures:** (CSTP Standards 1, 2, 3, 4)
Consider students’ needs, the content, as well as the activities you have planned. Please include the explicit procedure and the purpose of each learning activity. Recommended is the two-three column format (attached & below), although you may choose a different format.

**Administrative Considerations Checklist:**
As you begin to plan your lesson, be sure you address the following SDAIE/S specific questions in the procedures.

- Is the key vocabulary identified and taught?
- Are the pre-reading/writing activities included and appropriate?
- Are materials listed (realia, manipulatives, etc)?
- Are procedural directions contextualized?
- Are grouping issues addressed?
- Is scaffolding apparent?
- Have you incorporated students’ background knowledge and critical thinking?
- Are there frequent checks for understanding?
- Are a variety of assessments employed?
- Is there evidence of alignment of objectives/procedures/assessment?

**Differentiating (Meeting the students’ needs)**
How will you adapt the lesson procedures above to meet the needs of the students described in the instructional context?

<table>
<thead>
<tr>
<th>Learning Activity/Teaching Strategy</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making Connections/Introduce the Concept (Engage)</strong></td>
<td></td>
</tr>
<tr>
<td>• apply knowledge about your students’ academic and linguistic development and cultural backgrounds</td>
<td></td>
</tr>
<tr>
<td>• connect to students’ previous experiences/prior knowledge</td>
<td></td>
</tr>
<tr>
<td>• communicate your learning goals/objectives or your expectations to the students?</td>
<td></td>
</tr>
<tr>
<td>• introduce the topic/concept/skill of focus</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrating and Sharing Examples (Explain)</strong></td>
<td></td>
</tr>
<tr>
<td>• explicit teaching or modeling the skill/strategy</td>
<td></td>
</tr>
<tr>
<td>• examples/samples will you provide?</td>
<td></td>
</tr>
<tr>
<td><strong>Practicing (Exploring)</strong></td>
<td></td>
</tr>
<tr>
<td>• opportunities provide for students to practice</td>
<td></td>
</tr>
<tr>
<td>• opportunities to practice the academic language</td>
<td></td>
</tr>
<tr>
<td>• activities that you have</td>
<td></td>
</tr>
</tbody>
</table>
planned

- grouping strategies (ie: large group, heterogeneous or homogeneous small group, pairs, individual seatwork)
- ensure the active and equitable participation of ALL students?

<table>
<thead>
<tr>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will the lesson be summarized?</td>
</tr>
<tr>
<td>How will the key points be articulated? By whom?</td>
</tr>
</tbody>
</table>
**Evaluation Criteria** | (5 pts. each) | **Comments:**
---|---|---
Name: | | |
- Lesson includes effective and logical sequence of activities that scaffold learning of grade level concepts and the language needed for the tasks. | | |
- Lesson demonstrates candidate’s ability to identify key language demands and necessary words and phrases to participate fully in the lesson | | |
- Lesson demonstrates candidate’s ability to assess L2 students on either content learning or content/language learning | | |
- Lesson and rationale show how candidate incorporated the issues discussed in class into an effective lesson plan, and shows understanding of scaffolding, academic language, formative assessment, and second-language literacy issues. | | |
EDUC 388F-- Pre-Fall 2013  
FOUNDATIONS OF ACADEMIC LANGUAGE  
Language Workshop (EO)  
Tuesdays, 2:15-3:45

INSTRUCTOR: Laura Hill-Bonnet  
CERAS 311  
laurahb1@stanford.edu

COURSE PREMISES

Spoken and written language is a communicative tool that we use on a daily basis, both in the classroom and in our lives in general, and the primary vehicle by which content is communicated in classrooms.

There are many varieties of language, but the variety often used in schools for “official” purposes requires students to use specific linguistic skills to do specific kinds of academic tasks in the classroom.

Most children, despite having rich linguistic repertoires, do not come to school speaking this language of schooling and therefore “academic language” must be explicitly taught.

COURSE DESCRIPTION

This course will provide opportunities for you to begin to form an understanding of how language works and more specifically, how the language of schooling is constructed, developed, and taught in classrooms.

By exploring the building blocks of language as well as how language is used, we will identify linguistic challenges students face in the classroom. We will also look at linguistic variation and challenge notions of “standard” forms of English, investigate the relationships between oral and written discourse as they affect learning, and begin to consider a several theories about how people learn/acquire a new language.

California Standards for the Teaching Profession (CSTP) addressed in this course include (but are not limited to):

- CSTP 1.2 - Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests
- CSTP 3.2 - Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- CSTP 3.6 - Addressing the needs of English learners and students with special needs to provide equitable access to the content
- CSTP 4.1 - Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

Based on work by A. Lippincott & L. Hill-Bonnet, (2008)
COURSE REQUIREMENTS

Attendance and Readings- 70%--Because we only have 5 class sessions, your attendance and participation is VERY important. Each class session is 14% of your grade. If you are absent or late please contact me as soon as you can. You are responsible for collecting all handouts and in-class assignment materials for the day you missed. You are required to complete readings for each class meeting.

Required Readings (please note that Zweirs’ book will also be required for ED 388A- Language Policies and Practices in the winter)


Assignment- 30%--Linguistic Profile of Your Placement

Your task will be to write a linguistic profile of your placement at a variety of levels:
1. School level
2. Classroom level
3. Brief analysis of the language demands during a small portion of your class’ daily routine
4. Your reflections on what could be challenging to students who are in the process of developing academic English in school

The assignment provides an opportunity for you to investigate the language background of students you are working with, their linguistic strengths and needs, and the language demands of the tasks they are doing.

You will receive a handout (in class and/or on the STEP site) that further explains the requirements.
<table>
<thead>
<tr>
<th>Class meeting/ Date</th>
<th>Topic</th>
<th>Objective: Students will be able to...</th>
<th>Required Readings for class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 20</td>
<td>Mini-Course Overview and “What is language? And why do I need to know about it?”</td>
<td>SWBAT identify ways of speaking in their own linguistic repertoires and reflect on the contexts that trigger the use of each dialect or language and recognize that students come to school with a variety of linguistic repertoires.</td>
<td>Valdés et al., (2005) p.126-141</td>
</tr>
<tr>
<td>Aug. 27</td>
<td>Structures of Language and examples of the ways they are at work both in oral and in written form in the classroom- Part I</td>
<td>SWBAT analyze how structures of language work together to shape a person’s (teacher’s, student’s) linguistic repertoire and begin to construct an additive frame for building “academic language” into these repertoires.</td>
<td>Diáz-Rico &amp; Weed, (2010), Chapter 2</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Structures of Language and examples of the ways they are at work both in oral and in written form in the classroom- Part II</td>
<td>SWBAT analyze how structures of language work together to shape a person’s (teacher’s, student’s) linguistic repertoire and begin to construct an additive frame for building “academic language” into these repertoires.</td>
<td>Valdés et al., (2005) p.141-160</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Classrooms as multilingual/multidialectal environments</td>
<td>SWBAT describe the linguistic context of their fall placement classrooms and school sites.</td>
<td></td>
</tr>
<tr>
<td>Sept. 17</td>
<td>What counts as Academic Language?</td>
<td>SWBAT identify some linguistic demands in a sample lesson plan SWBAT write language objectives to meet identified linguistic demands for lesson plans.</td>
<td>Zwiers, (2008), Chapter 2 Aukerman (2007), A culpable CALP Due: Linguistic Overview</td>
</tr>
</tbody>
</table>
Graduated responsibility supports the professional growth of teacher candidates by combining long-term experience in a clinical setting, incremental expansion of the candidate’s teaching role, and individualized support from a cooperating teacher and a supervisor. Graduated responsibility insures that guidance from experienced teachers shapes each candidate’s development, and it also allows the cooperating teacher and supervisor to share and refine their own practice. This structure encourages candidates to merge theory and practice in authentic ways by trying out ideas learned in university coursework and building a wealth of practical experience. Over time each candidate experiences an increasing sense of ownership for the teaching and learning in the placement classroom.

**Principles of Graduated Responsibility**

1. **Shared practice allows for an ongoing exchange of ideas about student learning.**
   As co-practitioners, the cooperating teacher and the teacher candidate frequently and systematically engage in conversations about student learning. The cooperating teacher and university supervisor help the candidate understand the guiding principles behind a teacher’s decisions regarding planning, instruction, and assessment. The quantity of time devoted to these discussions remains consistent throughout the year, though the focus of these discussions will shift as the candidate takes on greater responsibility, becomes more competent in certain aspects of teaching, and identifies new areas for growth.

2. **Support for the candidate evolves throughout the year according to targeted areas for professional growth.**
   The candidate, the cooperating teacher, and the supervisor jointly identify areas of growth for the candidate, and the cooperating teacher and supervisor tailor their support to match those needs. They recognize that the candidate’s development will not be linear but will ebb and flow as the candidate does more of the planning, instruction, and assessment. The candidate is responsible for using the feedback of the cooperating teacher and supervisor to make progress on his or her professional goals.

3. **Each candidate experiences an individual process of professional growth.**
   Graduated responsibility honors each candidate’s unique developmental trajectory as a novice teacher. Therefore, independent student teaching begins when the time is right, not at a pre-determined point during the school year. If a candidate may not be ready in time to fulfill the requirements for the duration of the independent student teaching period, then the supervisor and/or cooperating teacher will identify this concern in time to develop an alternative plan for the candidate.
Graduated Responsibility in Practice

This section suggests ways in which the principles of graduated responsibility might be enacted throughout the year in the relationship among the candidate, the cooperating teacher, and the supervisor. These descriptions are not meant to be prescriptive; rather, they provide suggestions about how each person’s role might evolve over time. The guidelines assume that reflection is an ongoing part of the candidate’s work and is a consistent focus of the conversations the candidate has with the cooperating teacher and supervisor about teaching and learning.

Early in the Year

Planning: The cooperating teacher is the primary architect of the unit and lesson plans and spends time discussing the design of these plans with the candidate. The cooperating teacher articulates and explains the learning goals and assessment plan and provides a rationale for the activities selected to support student learning. Over time the cooperating teacher gives the candidate responsibility for designing increasingly complex learning segments, leaving time to review the candidate’s plans before they are implemented. The supervisor supports the candidate and cooperating teacher in establishing a strong collaborative relationship.

Instruction: The candidate initially observes the cooperating teacher’s instruction, paying particular attention to student learning, and the cooperating teacher models a variety of pedagogical practices. The candidate and cooperating teacher reflect together on the outcomes of these lessons as the cooperating teacher shares the thinking behind particular instructional decisions. In addition, the candidate actively participates in classroom routines, such as taking roll, collecting assignments, and working with small groups and individual students. The candidate soon takes responsibility for short learning segments, such as introducing a lesson, giving instructions, or facilitating a brief discussion. The supervisor observes some of these learning segments and, together with the cooperating teacher, focuses the candidate’s attention on specific aspects of effective teaching.

Assessment: The candidate and cooperating teacher review student work together and discuss its strengths and weaknesses. The candidate records student responses when observing the cooperating teacher teach, after which they interpret this data together. With the guidance of the cooperating teacher and supervisor, the candidate designs and implements pre-assessments prior to a new unit of instruction. The candidate, cooperating teacher, and supervisor discuss how this information informs subsequent planning and instruction.

Communication with Families: The candidate attends parent conferences (including IEP and SST meetings) and Back-to-School events when possible. The cooperating teacher models communication with families and shares relevant school policies. The candidate makes positive phone calls home and may complete a home visit. The cooperating teacher and candidate co-write a letter to families to introduce the candidate’s role in the classroom.
Moving Forward

**Planning:** The cooperating teacher and candidate continue to co-plan, with the candidate taking more responsibility for the design of particular lessons rather than drawing primarily on the cooperating teacher’s lesson plans. The cooperating teacher and supervisor provide many of the resources for planning (texts, ideas, etc.) and offer feedback, but the candidate also begins to experiment with his/her own ideas, some of which will correspond to what s/he is learning in university coursework.

**Instruction:** The candidate implements learning segments of increasing length and complexity, which leads to the delivery of entire lessons and, in time, sequences of related lessons. With the support of the cooperating teacher and supervisor, the candidate tries a variety of instructional strategies, such as direct instruction, discussion, group work, and student-centered activities. The supervisor and cooperating teacher help the candidate negotiate the challenges of taking on more responsibility and balancing multiple aspects of the teaching role.

**Assessment:** The candidate and cooperating teacher read anchor assignments together to norm expectations for feedback, after which the candidate takes responsibility for responding to student work. The cooperating teacher reviews these responses and helps the candidate refine his/her formative feedback. The candidate also begins to develop and select assessments independently. The cooperating teacher and supervisor help the candidate to analyze whole-class assessments and then to use this information to modify instruction and address the needs of individual students.

**Communication with Families:** With the support of the cooperating teacher, the candidate increases communication with families, including calls and e-mails in support of students who may be struggling. When possible, the candidate continues to be present for meetings with parents and guardians.

**Independent Student Teaching**

**Planning:** The candidate has primary responsibility for planning. Drawing on what s/he has learned from both university coursework and experience in the field, the candidate hones his/her ability to organize instruction over several weeks. The cooperating teacher and supervisor continue to be key resources by keeping the candidate mindful of relevant curriculum standards, helping the candidate to anticipate scheduling issues in the school calendar, and providing feedback about the long-range planning.

**Instruction:** The candidate takes responsibility for all instructional time, using a variety of methods to meet student needs. The cooperating teacher and supervisor continue to provide regular feedback on the candidate’s instruction. The cooperating teacher moves in and out of the classroom and occasionally supports the candidate’s instruction by facilitating small groups or working with individual students as needed.

**Assessment:** The candidate takes primary responsibility for all assessments of student learning, keeping the cooperating teacher continuously informed about student progress and using the guidance of the cooperating teacher and the supervisor to refine his/her assessment practices.
**Communication with Families:** The candidate assumes responsibility for keeping families informed about student progress and may develop new ways to involve families in student learning. The candidate may initiate parent conferences and may also participate in a student study team meeting.

**Graduated Responsibility Across Two Placements**

STEP Elementary teacher candidates always have two placements during the academic year, and STEP Secondary teacher candidates occasionally change placements mid-year. Candidates enter a new placement with a wealth of experience and knowledge learned in their first setting. At the same time, it can take time to acclimate to changes in grade level, school, curricular focus and/or student population. Below are some ideas for how to begin in a new placement in ways that utilize the candidate’s strengths and provide opportunities for continued growth, while allowing time for the candidate to find his/her place in the new classroom. The integration plans for the winter/spring placements can also support the candidate’s transition into a new environment.

- Schedule a three-way meeting with the candidate, cooperating teacher and supervisor to discuss the candidate’s strengths and learning goals in order to formulate a plan for the first few weeks of the placement.

- Capitalize on the strengths of the candidate, but also recognize that the new placement is a new context. For example, the candidate might teach learning segments in areas that feel comfortable to individuals or small groups.

- Allow ample time for the teacher candidate to get to know the students. Consider how the candidate might work with individuals or small groups.

- Plan for time to discuss class norms, the curriculum covered in the year to date and future learning.
The STEP Elementary Graduation Portfolio is a collection of materials and artifacts that reflects your theoretical and practical knowledge, pedagogical stance, teaching skills, and educational goals and philosophy. It includes multiple sources of evidence collected over time, organized, and refined to illustrate your professional growth and best work. The Graduation Portfolio is designed...

- to provide you with a collection of materials that may be helpful to in your future teaching and during your interviews for a teaching position;
- to provide you with a selection of professional work to take with you as you enter the profession. We encourage you to keep this portfolio current, modifying and/or updating the content and the evidence throughout your career;
- to help you build a set of materials that reflects your work and growth as a professional that you can use and share with your BTSA and/or other mentors in the coming year to help guide and shape your professional goals and growth plans;
- and to provide Stanford’s School of Education, and STEP Elementary, in particular, with information that will help us engage in a cycle of continuous program improvement as well as program evaluation and accreditation processes.

The Graduation Portfolio has five components:
1. Resume and sample cover letter
2. The Teaching Event (PACT in Literacy)
3. Core Assignments and Projects
4. A unit/learning segment plan
5. Summary reflection

1. RESUME AND SAMPLE COVER LETTER
Include references to your expected Stanford M.A. degree in Education, as well as your student teaching experience. As a separate item, list all STEP courses you have taken. These are part of your specialized training. List additional professional development experiences you have had before or during STEP. Include non-confidential letters of reference if available.

2. THE TEACHING EVENT: EVIDENCE OF PRACTICE (COMPLETED AS PART OF PACT –PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS)
The Teaching Event gives you the opportunity to present an authentic sample of your students’ learning, your practice, and your reflections on the relationship between the two based on a series of lessons. Your final Graduation Portfolio will include your Literacy Teaching Event, including related video samples.
Secondary Graduation Portfolio
2013- 2014

In addition to the PACT/ Teaching Event, the STEP Graduation Portfolio is a collection of materials and artifacts that reflects your theoretical and practical knowledge, pedagogical stance, teaching skills, and educational goals and philosophy. It includes multiple sources of evidence collected over time, organized, and refined to illustrate your professional growth and best work.

The Graduation Portfolio has three major purposes:
1) to provide evidence of your teaching practice and achievements for credentialing review;
2) to present a view of your experiences and accomplishments for prospective employers;
3) to open a window into your teaching self.

The STEP Secondary Graduation Portfolio includes the following documents:

- Adolescent Case Study
- Assessment and Grading Policy
- Classroom Management and Parent Communication Plan
- Curriculum Unit
- Language Policies and Practices sample project
- Literacies sample project
- Reflections on your supervisor’s observations
- Résumé
- Special Needs case
- Teaching and Learning in Heterogeneous Classrooms final project
- Summary Analysis and Reflection

In addition to the carefully selected artifacts listed above, you may journal entries, research papers, classroom observation reports, photos of yours and/or your students' work, anecdotal records and documentation of student learning, materials you developed, field trip plans, diagrams of classroom floor plans, interviews with colleagues or students, letters to parents, peer critiques, supervisor and cooperating teacher observations, and self-assessment instruments. Be aware of confidentiality needs and requirements for permissions as appropriate.

*Remember:* Good file management *throughout* the year will be essential for completing your portfolio on time. STEP alumni advise that you save and back-up everything you produce this year.
General Announcement

SUBJECT: 6 hands-on education technology seminars for the fall

EMAIL BODY:

GSE-IT is pleased to announce and welcome you to a series of hands-on seminars for the fall quarter, open to the entire GSE Community. They will cover a range of topics relating to effective technology use in learning environments and for research purposes, and will share examples of how these tools are being used by K-12 teachers and Stanford faculty and staff in their work.

The Fall topics:

1. **Student response systems** for assessment and classroom feedback (Friday, October 11, 1:30-2:30pm in CERAS 302)
2. **GoogleDrive tools** for managing student work and providing feedback (Friday, October 18, 1:30-2:30pm in CERAS 302)
3. **Interactive whiteboards** for displaying interactive real-world content and leveraging student engagement (Friday, October 25, 1:30-2:30pm in CERAS 302)
4. Creating and distributing surveys with **Qualtrics** (Wednesday, November 6, 1:30-2:30pm in Big Tree Lab, CERAS 108)
5. **iOS and Android applications** for conducting field research (Wednesday, November 13, 1:30-2:30 in CERAS 302)

The seminars will be facilitated by Pamela Levine and Shawn Kim.
Seminar 1 Announcement

SUBJECT: Edtech seminar on student response systems is this Friday

EMAIL BODY:

**Student response systems for assessment and classroom feedback**

Did you know that GSE has tablets and clickers that you can use? Of course, just having these tools isn’t enough. This Friday, GSE-IT will offer a hands-on seminar—open to the entire GSE community—on effective use of response systems for student-centered learning in a variety of educational environments.

**Seminar Time and Location:** Friday, October 11, 1:30-2:30pm in CERAS 302

**Seminar Objectives:**

- Experience and evaluate mobile and web-based response systems.
- Discover how these tools generate formative data and provide feedback to students or participants in real-time.
- Learn how responses can be used as a catalyst for discussion and peer-to-peer learning.
- Find out what tools and resources GSE-IT has available for your work.

Want to know more first? Read about how Ann Porteus and Bryan Henderson have been using a student response system in EDUC200.

The seminar will be facilitated by Pamela Levine and Shawn Kim.
SUBJECT: Edtech seminar on GoogleDrive tools is this Friday

EMAIL BODY:

**GoogleDrive tools for managing student work and providing feedback**

This Friday, GSE-IT will offer a hands-on seminar—**open to the entire GSE community**—on effective use of response systems for student-centered learning in a variety of educational environments.

**Seminar Time and Location:** Friday, October 18, 1:30-2:30pm in CERAS 302

**Seminar objectives:**

- Discover the benefits of using Google’s paperless, cloud-based platform for distributing, collecting, and grading student work.
- Facilitate collaborative assignments and writing.
- Create self-grading quizzes.
- Learn how to combine GoogleDocs and chat to provide real-time feedback during in-class work.
- Set preferences and use shortcuts to save time.
- Explore educational and productivity apps that can be integrated into GoogleDrive for classroom activities and to improve workflow.

The seminar will be facilitated by **Pamela Levine** and **Shawn Kim**.
Interactive whiteboards for displaying interactive real-world content and leveraging student engagement

Interactive whiteboards are a common fixture in K-12 classrooms. For those looking for new inspiration or just getting started with these tools, this Friday’s seminar—open to the entire GSE community—will demonstrate ways to use the whiteboard to display interactive content, and will point to sources of web-based and ready-made interactive educational materials.

Seminar Time and Location: Friday, October 25, 1:30-2:30pm in CERAS 302

Seminar Objectives:

- Use the whiteboard tools to explore rich, real-world content, demonstrate concepts in visual ways, and leverage student excitement to elicit meaningful work.
- Find out about easy-to-use interactive whiteboard multimedia that don’t rely on SMART or Promethean software.

Want to get a head start? Visit our Interactive Whiteboard Pinterest Board.

The seminar will be facilitated by Pamela Levine and Shawn Kim.
EMAIL BODY:

Creating and distributing surveys with Qualtrics

Qualtrics is a web-based tool for creating, conducting, and managing online surveys that is free for GSE faculty, staff, and students and includes a wide variety of question types, distribution and collaboration options, and mobile-friendly layouts. This Wednesday GSE-IT will offer a hands-on seminar—open to the entire GSE community—on creating and distributing surveys in Qualtrics.

Seminar Time and Location: Wednesday, November 6, 1:30-2:30pm in Big Tree Lab, CERAS 108

Seminar Objectives:

- Create new surveys.
- View and modify question types.
- Use ‘display logic’ to create adaptive survey instruments.
- Create or share surveys with collaborators.
- Customize survey design and implement mobile-friendly formatting.
- Learn about distribution options, including response-tracking.

Want to know more first? Read about how Brian Donovan customized Qualtrics to design a more intuitive survey instrument for his research.

The seminar will be facilitated by Pamela Levine and Shawn Kim.
Seminar 5 Announcement

SUBJECT: Edtech seminar on field research mobile apps is this Friday

EMAIL BODY:

iOS and Android applications for conducting field research

Because of their mobile and less obtrusive nature, researchers are beginning to use tablets to collect and record data in the field. When it comes to deciding how or whether to use these devices, it’s important to think about research goals alongside implementation logistics. This Wednesday’s hands-on seminar—open to the entire GSE community—will address recommendations for use of tablets for field data collection.

Seminar Time and Location: Wednesday, November 13, 1:30-2:30pm in CERAS 302

Seminar Objectives:

- Experience and evaluate mobile applications for collecting data in the field.
- Learn about recommendations and workflows for backing up and storing data.
- Understand the logistics you will need to consider when using tablets in the field.
- Find out how GSE faculty have used tablets to conduct their research and what tools GSE-IT has available for your work.

Want to know more first? Read about how Ari Kelman used iPad Minis for mobile ethnographic research.

The seminar will be facilitated by Pamela Levine and Shawn Kim.
Edtech Office Hours Announcement

Pamela Levine and Shawn Kim are offering office hours for those who attended at least one of the first three edtech seminars (on student response systems, GoogleDrive tools, and interactive whiteboards) and would like supplementary, advanced, or personalized follow-up training on these technologies. Please note that these office hours are not a replacement for attending a particular seminar, but instead are a chance for us to provide additional information on topics that were not covered during the seminar or answer questions now that you’ve had a chance to try these tools on your own. You are welcome to walk in at any time from 1:30-3pm, and inquiries will be handled on a first-come first-served basis.

Office Hours Time and Location: Friday, November 1, 1:30-3pm in CERAS 302

1607
Guide to Classroom Observations

Classrooms are complex environments. To recognize and to understand how teaching and learning occur in a classroom, we might focus on different aspects and dimensions. Here, you are asked to pay particular attention to the physical environment, features of the learning task, patterns of student activities and interactions, and the role of the teacher. Respond to as many of the specific prompts as you can.

Make sure to differentiate between descriptions of your observations and their interpretations.

A. Physical environment

Sketch the physical layout of the classroom. Note how students are seated. Describe samples of student work around the room, if visible.

What messages are conveyed to the students by the arrangements of the physical space?

What are the implications of the physical space for student-student and student-teacher interactions?

B. The learning task

What are the goals of the lesson? How are they communicated? How will the teacher know whether the goals of the lesson have been attained?

What was the planned flow of the lesson? What is the pace of the lesson?

What are some of the assumptions about students’ prior knowledge?

What kinds of curricular materials/ resources are being used?

C. The students

What knowledge and skills do students need to complete the task?

What are patterns and levels of participation?
The purpose of the Fall Reciprocal Observations is to provide opportunities for STEP teacher candidates to

- become familiar with the teaching context of other STEP teacher candidates within their supervisory group,
- become familiar with the process of collegial observation and feedback,
- enrich their curricular and pedagogical repertoire through collegial interactions.

**Supervisory groups will meet to debrief on Wednesday, November 6th from 5-6:30pm.**

The Fall Reciprocal Observation is similar to an observation by your supervisor. The difference from a regular observation is that another STEP teacher candidate, not the university supervisor, will meet with you for a pre-observation conference, receive the lesson plan in advance, visit the classroom, take notes, and debrief. As with all of the regular observations by university supervisors, each STEP teacher candidate will write a reflective response to the colleague’s observation commentary.

**Procedures for the Fall Reciprocal Observations**

1. Your supervisor will assign a reciprocal observation partner from among your supervisory group. In the case of threesomes, each will observe another in the group, so that everyone will be observed by at least one person.

2. A day or two before the scheduled observation, meet to discuss the context (school, department, class, curriculum), the written lesson plan, and what (if anything) would the STEP teacher candidate like the observer to focus on.

3. Carry out the observation.
   - Attend the class.
   - Take notes, using the format of one of the observation notes forms or another format of your own choosing.
   - Fill out an observation summary form or write-up your notes in a format of your choosing and attach the lesson plan and the notes to it.

4. Meet your partner to debrief the lesson shortly after the observation. Based on the discussion and the observation write-up you will write a reflection in the usual way.
5. The observing teacher candidate writes a brief summary report to present to the rest of the group at the debrief.

6. The total discussion time for the Reciprocal Observation Conference will be divided so that each individual reciprocal observation will have about twenty minutes to present.

The following are some suggestions for use of time:

- **5 minutes** for the person who was observed to describe the district, school, department, and class contexts and what he or she was trying to accomplish in the lesson for the day. Bring copies of the written lesson plan for everybody.

- **3 minutes** for the observer to describe her/his interpretation of the lesson.

- **8 minutes** for the group to ask questions and discuss. For this observation, it might be interesting to discuss how context affects the work of the teacher: What is different about teaching in different contexts? Compare the different departments, high schools, and districts. How do they impact the work of a classroom teacher? What kinds of contexts will you be seeking for your first year of teaching?

- **4 minutes** for each group member to write a brief note to the person observed—what you learned from this experience and the discussion, including ideas that you will try to use in your own teaching. These notes will go directly to the person observed at the end of each presentation.

7. At the end of the conference complete the Record of Reciprocal Observation form (see next page) and staple it to the lesson plan, observation commentary and the reflection submitted to you by your colleague. Turn in the package to the Clinical Work mailbox.
Record of Reciprocal Observation

Teacher Candidate/ observed: ____________________________ Date of visit: ____________

Teacher Candidate/ observer: ________________________________________________

The following documents are included in this package:

Lesson plan □
Observation commentary □
Reflection □
What are students’ reactions (cognitive, emotional, social…..) to the lesson?

D. The teacher
How does the teacher
• introduce the lesson?
• assess students’ knowledge and skills?
• communicate expectations?
• provide formative feedback?
• make transitions?
• interact with students?
• manage student-student interactions?

You might choose to use the following format to record your fieldnotes. As you observe the classroom, write down what you see. As you reflect on your observations notes, add your interpretations, analytic comments, and lingering questions. In your final write-up you might use different fonts or specific headings to distinguish between observations and interpretations.

<table>
<thead>
<tr>
<th>The Learning Task</th>
<th>Observations</th>
<th>Interpretations, Comments &amp; Questions</th>
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<tbody>
<tr>
<td>• Goals</td>
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<td>Students</td>
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<td>• How does the teacher</td>
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Hillsdale High School & Stanford University School of Education  
Professional Development School Partnership Agreement

The following agreement is in recognition that Stanford University – School of Education and Hillsdale High School are working to develop a professional development partnership with multiple, mutually supportive ends. Our purpose is the creation of a professional development school relationship based on continuous learning for all participants in the professional development community. This partnership recognizes that both the university faculty and the school faculty can renew and revitalize their respective educational missions. The partners are committed to the goal of high and equitable student achievement, to effective instructional practice, and to school structures that support student learning. This will be achieved collaboratively through:

1. Providing a quality clinical setting for the preparation of teacher candidates.
2. Providing continuous professional development for PDS teachers, university faculty, and administration.
3. Promoting and conducting inquiry directed at the improvement of teaching and learning (site and university).
4. Renewing and redesigning the school and university.

What is a professional development school?

While most educational institutions view teacher education, student learning and staff development as separate entities, the PDS creates an environment that supports learning of all faculty simultaneously and in which university and school-based educators take on new roles and responsibilities for the success of all students. According to Levine (1997), PDSs “embody fundamental changes in the basic assumptions about knowledge, teaching, and learning, and they support these new assumptions with organization, roles, and relationships. . .they also play a key role in enabling other major reform strategies to have an impact” (p2).

Sometimes compared to a “teaching hospital,” a PDS has two important differences from traditional schools. First, it should be an exemplar of research-based practice in which professional teaching standards are enacted and student success is the organizing principle for teacher learning and teacher practice. In short, it should serve as a beacon of learning for all – children, educators, parents, and the community. Second, as a leader in the field, the PDS should organize the work of teaching and learning so that the use of time, space, staffing, and funding support in-depth learning for students and faculty, and ongoing inquiry and improvement.

What Standards will guide the work of the partnership?

The standards below are derived from the NCATE (National Council for Accreditation of Teacher Education) Standards for PDS, and the PDS partnership will be evaluated annually using the NCATE Rubric. (see appendix) The activities of the PDS partners flow from these standards.
**Standard I: Learning Community**
The PDS is a learning-centered community that supports the integrated learning and development of 9-12 students, candidates, and PDS partners through inquiry-based practice. PDS partners share a common vision of teaching and learning grounded in research and practitioner knowledge. They believe that adults and children learn best in the context of practice. Learning supported by this community results in change and improvement in individual practice and in the policies and practices of the partnering institutions.

**Standard II: Accountability and Quality Assurance**
PDS partners are accountable to themselves and to the public for upholding professional standards for teaching and learning. They define clear criteria at the institutional and individual levels for participation. PDS partners collaboratively develop assessments, collect information, and use results to systematically examine their practices and establish outcome goals for all 9-12 students, candidates, faculty, and other professionals. On policies and practices affecting its work the PDS partnership demonstrates impact at the local, state, and national level.

**Standard III: Collaboration**
PDS partners and partner institutions systematically move from independent to interdependent practice by committing themselves and committing to each other to engage in joint work focused on implementing the PDSP mission. They collaboratively design roles and structures to support the PDS work and individual and institutional parity. PDS partners use their shared work to improve outcomes of 9-12 students, candidates, faculty, and other professionals. The PDS partnership systematically recognizes and celebrates their joint work and the contributions of each partner.

**Standard IV: Diversity and Equity**
PDS partnerships develop and demonstrate knowledge, skills, and dispositions resulting in learning for all 9-12 students. PDS partners ensure that the policies and practices of the PDS partner institutions result in equitable learning outcomes for all PDS participants. PDS partners include diverse participants and diverse learning communities for PDS work.

**Standard V: Structures, Resources, and Roles**
The PDS partnership uses its authority and resources to articulate its mission and establish governing structures that support the learning and development of 9-12 students, candidates, faculty, and other professionals. The partner institutions ensure that structures, programs, and resource decisions support the partnership’s mission. They create new roles and modify existing roles for 9-12 students, candidates, faculty, and other professionals, to achieve the PDS mission. The partnership effectively uses communication for coordination and linkage with the school district, university, and other constituencies and to inform the public, policy makers, and professional audiences of its work.
What commitments are needed from the partners?

**Joint Work**
- Work collaboratively to realize the four goals of the professional development school: prepare prospective teachers in diverse settings, enhance professional development of new and experienced teachers, engage in educational research, and school renewal and redesign schools for the purpose of supporting and improving learning for all students.
- Work collaboratively to discover educational opportunities that will enhance the learning of all the stakeholders in the project, including public school students, teacher candidates, and faculty and staff at the school and university.
- Participate in the design and implementation of STEP (Stanford Teacher Education Program) curriculum.
- Consult with one another about the appointment of PDS liaisons for the university and school.
- Undertake mutual efforts to launch inquiry and research.
- Participate in appropriate decision making arenas: representatives of both organizations will sit on each organization’s leadership team (Hillsdale Community Board and STEP monthly council meetings) that addresses issues of curriculum, pedagogy, school/program design and other issues related to the PDSP such as, policies related to the clinical aspects of pre-service teacher preparation, collaborative activities related to the mission of the partnership, shared professional development activities, and maintenance of communications between the university, school and district.
- Consult with one another about the placement of teacher candidates and the recruitment of cooperating teachers. Decisions about placements are made on the basis of cooperating teacher qualifications and availability, teacher candidate’s goals and interests, and supervision considerations. Classroom placements are based on mutual agreement of the school personnel, the cooperating teacher and the teacher candidate mediated by site coordinators and the STEP Associate Director for Clinical Work.
- Provide candidates that have met high standards for admission to the STEP program and quality cooperating teachers in schools that are committed to improving teaching and learning.
- Participate in a system of performance-based teacher assessment that allows teacher candidates to demonstrate competency and ensure high quality graduates from the program.

**The University**
- Work closely with the school site and district administration to realize the four goals of the professional development school partnership: prepare prospective teachers in diverse settings, enhance professional development of new and experienced teachers, engage in educational research, renew and redesign schools for the purposes of supporting and improving learning for all students.
- Provide a Stanford staff member who will act as the liaison between the PDS and the university to provide or facilitate:
The preparation of both current and potential cooperating teachers at the site in
effective techniques of teacher candidate supervision and development.
The coordination of the cooperating teacher selection process with other Stanford
and PDS faculty.
The coordination of the assignment and support of teacher candidates at the site
with other Stanford and PDS faculty.
The coordination of professional development opportunities for the entire PDS
faculty and appropriate Stanford faculty.
* Work collaboratively to discover educational opportunities which will enhance the
  learning of all the stakeholders in the project, including public school students, teacher
candidates, teachers, administrators, and institutions.

The District and the School Site
* Work closely with Stanford University to realize the four goals of the professional
development school: prepare prospective teachers in diverse settings, enhance
professional development of new and experienced teachers, engage in educational
research, and renew and redesign schools for the purpose of supporting and improving
learning for all students.
* Provide a PDSP liaison who will work closely with the university to support the
  following:
  * Include teacher candidates in school development activities and all other
    professional activities that engage PDS faculty.
  * Support and promote entire faculty participation in professional development
    opportunities.
  * Help develop cooperating teacher interests and skills and help facilitate the
    selection process.
* Support the work of the PDS by:
  * Promoting flexibility in the use of time (i.e., school day, in-service days, early
    release days, waiver days), space and funds throughout the school year.
  * Providing opportunities for collaboration between cooperating teachers and the
    teacher candidates each year.
  * Making every effort to develop a master schedule for PDS faculty that guarantees
    collaborative planning for the cooperating teachers and their teacher candidates.
  * Providing teacher candidates the same professional support as PDS faculty, such
    as voicemail, mailboxes, e-mail, copier code.
  * Hiring new faculty based on the incoming individual’s expertise as an educator
    and the commitment to their role in a PDS as outlined in this document.
Resource commitments

The respective leadership teams will conduct an annual review by June of the financial and personnel resources needed for successful program implementation.

For the 2001-2002 school year it is agreed that:

- A yearly honorarium will be provided by STEP for each cooperating teachers.
- The school will designate an on-site coordinator/s to serve as PDSP liaison.
- The university will provide a PDSP liaison.
- The university will provide supervision for teacher candidates.
- Hillsdale teachers will have access to selected university professional development opportunities, such as courses, workshops, institutes, seminars.
- The district will provide release days or equivalent compensation for cooperating teachers.

Reaffirming partnership

Partners will annually review the partnership agreement by June. Revisions will be made to the partnership agreement by consensus. Each year the PDS partners will re-confirm with the building administration and faculty.

Signed:

_____________________________  _____________________________
Dean, School of Education   Superintendent

_____________________________  _____________________________
Faculty Sponsor of STEP   Principal

_____________________________  _____________________________
Director of STEP    Building President
SURVEY RESULTS

Drafting a Proposal for Use of Smaller Learning Communities

Classified Staff

25% say an unqualified “yes”.
50% say they find this perfectly acceptable.
25% say they can live with it, but not especially enthusiastic about it.
0% say they do not fully agree with this and need to register their views about it. However, they do not choose to block the decision.
0% say they do not agree with this and feel the need to stand in the way of this decision.
0% say they feel that they have no clear sense of unity on this issue and need to do more work before authorizing a team to investigate and draft a proposal or approach it in an entirely different way.

Comments: I’d really like to get going. Sometimes involving the community is a lengthy process, How will it affect classified?, How will our work calendar be affected?

Certificated Staff

37% say an unqualified “yes”
40% say they find this perfectly acceptable
15% say they can live with it, but not especially enthusiastic about it.
4% say they do not fully agree with this and need to revisit their views about it. However, they do not choose to block the decision.
4% say they do not agree with this and feel the need to stand in the way of this decision.
0% say they feel that they have no clear sense of unity on this issue and need to do more work before authorizing a team to investigate and draft a proposal or approach it in an entirely different way.

Comments: How do scheduling classes with multi-grade levels mix into smaller learning communities? Terrible scheduling nightmares. Some communities might be viewed as “smarter than thou”, Is something actually going to be done? Will this really be beneficial? How will special education students and teachers be included in both planning, design and implementation of “smaller learning communities”? How to avoid “creaming” off of high achievers and thereby tracking or lumping together lower achievers. How to realistically improve the education and future opportunities of those HHS students who are not college bound! How much “support” (time and money) will the district provide us?, I am
concerned about implementing smaller learning communities without making smaller classes and changing the traditional schedule to accommodate collaboration. The community needs to be completely informed, step by step. Faculty and staff need to be fully aware of all +/-, including the possibility that some may lose their jobs (if this is the case as if often is with smaller learning communities), Suggestion: implement a web-page with all the findings of the team, Consider “schedules”-extra-curricular activities, money for remediation, elective survival? I think smaller learning communities all within one big school could be really competitive. I really think smaller learning communities are key but all in the same school sounds like we are doing it only half way, Are we going to talk about it and not do it?, We may lose kids but we may gain them too!, Needs to be concrete. Let’s look at the classes, the teachers here and put them in different models then discuss what the pro’s and con’s of different models are, concerns: electives, PE, personnel as a whole, involving everyone, gaining expertise in managing change (training, meetings, discussions), adhering to Tom’s guiding principles (community involvement and communication, academic improvement, personalization), Communication with the community is crucial.
Independent Student Teaching in STEP

The period of independent student teaching is an essential component of STEP in that it provides the teacher candidate with the opportunity to integrate the core tasks of teaching: diagnosis of student strengths, interests, and needs, planning, instruction, and assessment of learning, and to solidify his/her identity as a professional educator. The cooperating teacher and university supervisor support the candidate in this process. After a significant period of co-teaching, the candidate takes primary responsibility for planning and implementing lessons, assessing student learning, and communicating with families about student progress while continuing to have access to feedback, resources and support from the cooperating teacher and supervisor.

**When does independent student teaching take place?**

Secondary candidates begin independent student teaching during winter quarter and continue in that capacity until the end of the academic year. Because graduated responsibility honors each candidate’s unique developmental trajectory, independent student teaching begins at a different time for each candidate. The university supervisor and cooperating teacher agree on a timeline that makes sense for each candidate based on his or her strengths and performance as a developing teacher.

Elementary candidates complete ten days of independent student teaching during a three week window in spring quarter. In mid-March the university supervisor, cooperating teacher, and teacher candidate begin to discuss how the candidate will gradually increase ownership of classroom activities to allow for a seamless transition into independent student teaching.

Once the cooperating teacher and university supervisor have determined that the candidate is ready to begin independent student teaching, the candidate must submit to STEP the “Advancement to Independent Student Teaching” form. The cooperating teacher, university supervisor, director of clinical work, and program director indicate their approval by signing the form.

**How do the cooperating teacher and university supervisor support independent student teaching?**

To support the candidate as he/she takes on a more independent role in the classroom, the cooperating teacher, university supervisor, and candidate are encouraged to develop a schedule for independent student teaching, determining when the cooperating teacher leaves the classroom and whether any special events take place during independent student teaching. The cooperating teacher continues to provide the support that the candidate needs to plan
This plan has two strands: 1) integrating the teacher candidate into the activities of classroom teaching, and 2) integrating the teacher candidate into the placement school and its wider community. The actual timings and arrangements for integration are determined by the cooperating teacher, the teacher candidate, and the university supervisor and will take into account their individual needs and circumstances.

### Integration into Classroom Teaching

The guiding principle of learning to teach is assuming **graduated responsibility** from observing to co-teaching to independent student teaching. Graduated responsibility supports the professional growth of teacher candidates by combining long-term experience in a clinical setting, incremental expansion of the candidate’s teaching role, and individualized support from a cooperating teacher and a supervisor.

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<td>• further expand teaching/learning segment, using new instructional strategies and experimenting with ideas learned in coursework.</td>
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<td>• explore cooperating teacher’s curricular resources and begin to take note of other options.</td>
<td>• increase role in joint planning.</td>
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<td>• Teacher candidate observes cooperating teacher’s teaching, paying attention to student learning and various pedagogical approaches.</td>
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<td>• increase parts and numbers of lessons taught independently and co-taught with CT</td>
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<td>• Cooperating teacher and teacher candidate discuss assessment and grading philosophy/policy.</td>
<td>• begin providing oral and written feedback to students.</td>
<td>• work with cooperating teacher to norm expectations for student feedback and increase responsibility for grading.</td>
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<td>• Teacher candidate examines student work with cooperating teacher.</td>
<td>• begin grading in consultation with cooperating teacher.</td>
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<td>• Candidate begins actively participating in classroom routines and teaching (taking roll; working w/ small groups and independent students; co-plan lessons and units; co-plan and implement brief learning segment, such as giving instructions, conducting a pre-assessment, or facilitating a discussion.)</td>
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**Building relationships with students (questions for the teacher candidate):**

Who are your students?

• What is the range of previous academic achievement, home languages, and range of language proficiencies, racial/ethnic/socio-economic background?
• What are the special educational needs of your students?
• What are your students’ interests and hobbies?

**Establishing relationships: The cooperating teacher, teacher candidate, and university supervisor will:**

• set up 3-way meeting and discuss how the 3-way relationship supports the candidate’s learning.
• establish consistent time for cooperating teacher and candidate to collaborate and debrief.
• review and sign Clinical Work Agreement.
• discuss teaching cycle (planning, implementing, assessing, reflecting) and the concept of learning segment.
• discuss procedure and expectations for formal supervisor observations.
Integration into the School and the Community
Teacher candidates need to acquire a comprehensive understanding of the school as an organization and the community that it serves. To better understand the context of their teaching and their students’ learning experiences, teacher candidates will engage in specific activities across the school and in the wider community.

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<td>• become familiar with school personnel and policies re: attendance, behavior, emergencies.</td>
<td>• observe at least two teachers in other grade levels.</td>
<td>• make positive phone calls or emails home.</td>
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<tr>
<td>• learn about school enrollment and demographics.</td>
<td>• visit special ed dept, ESL/ELD/ SDAIE classes.</td>
<td>• make home visits if possible.</td>
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<td>• get school calendar and find out about school-wide events.</td>
<td>• observe students in other subjects (including art, music, health, and other electives) and participate in the class when possible.</td>
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<td>• observe at least two teachers at the same grade level.</td>
<td>• visit other schools to observe accomplished teachers and discuss observations in weekly supervisory group.</td>
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<td>• attend department/faculty/professional development meetings when possible.</td>
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Getting to know the community: The teacher candidate will:
• attend back-to-school events.
• attend parent-teacher conferences when possible, including SST and IEP meetings.
• if appropriate, co-write a letter with cooperating teacher introducing the candidate’s role in the classroom.
This plan has two strands: 1) integrating the teacher candidate into the activities of classroom teaching, and 2) integrating the teacher candidate into the placement school and its wider community. The actual timings and arrangements for integration are determined by the cooperating teacher, the teacher candidate, and the university supervisor and will take into account their individual needs and circumstances.

### Integration into Classroom Teaching

The guiding principle of learning to teach is assuming **graduated responsibility** from observing to co-teaching to independent student teaching. Graduated responsibility supports the professional growth of teacher candidates by combining long-term experience in a clinical setting, incremental expansion of the candidate’s teaching role, and individualized support from a cooperating teacher and a supervisor.

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<td><strong>The teacher candidate will continue activities begun previously and:</strong></td>
<td><strong>Independent Student Teaching takes place during a three-week window in May. During spring quarter the teacher candidate should take increasingly more responsibility for all aspects of the teaching cycle in preparation for this two-week window. The candidate will:</strong></td>
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<tr>
<td>- Cooperating teacher introduces teacher candidate as co-teacher.</td>
<td>- expand length of learning segment: co-plan, implement and review somewhat longer teaching/learning segments.</td>
<td>- take responsibility for the majority of daily and unit planning</td>
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<td>- Cooperating teacher and teacher candidate discuss classroom norms and routines.</td>
<td>- use new instructional strategies and experiment with ideas learned in coursework.</td>
<td>- try out various teaching strategies, discuss outcomes with cooperating teacher and supervisor, and make necessary adjustments.</td>
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<td>- Teacher candidate observes cooperating teacher’s teaching, paying attention to student learning and various pedagogical approaches.</td>
<td>- explore cooperating teacher’s curricular resources and begin to take note of other options.</td>
<td>- take responsibility for all aspects of assessment (pre/post, formative, summative).</td>
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<td>- Cooperating teacher and teacher candidate discuss assessment and grading philosophy/policy.</td>
<td>- increase time spent examining student work with cooperating teacher and take more responsibility for grading.</td>
<td>- plan for inclusion of standardized tests into spring curriculum.</td>
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<td>- Teacher candidate examines student work with cooperating teacher.</td>
<td>- begin to develop and select assessments independently.</td>
<td>- plan and engage in classroom and school-wide end-of-year activities.</td>
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<td>- Teacher candidate actively participates in classroom routines and teaching by taking roll, and working with small groups and independent students.</td>
<td>- introduce strategies for working with English language learners.</td>
<td>- determine how best to say good-bye to students.</td>
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<td>- The teacher candidate plans and implements increasingly longer learning segments, utilizing varied strategies.</td>
<td><strong>Building relationships with students (questions for the teacher candidate):</strong></td>
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<td>- set up 3-way meeting and discuss how the relationship supports the candidate’s learning.</td>
<td>- What is the range of previous academic achievement, home languages, and range of language proficiencies, racial/ethnic/socio-economic background?</td>
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<td>- discuss procedure and expectations for formal supervisor observations.</td>
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<td>- discuss experiences in fall placement and set goals for winter/spring.</td>
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<td>• keep families informed about student progress, including phone calls or emails in support of students who may be struggling.</td>
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<tr>
<td>• learn about school enrollment and demographics.</td>
<td>• visit special ed dept, ESL/ELD/SDAIE classes.</td>
<td>• make home visits if possible.</td>
</tr>
<tr>
<td>• get school calendar and find out about school-wide events.</td>
<td>• visit other schools to observe accomplished teachers and discuss observations in supervisory.</td>
<td></td>
</tr>
<tr>
<td>• observe at least two teachers at the same grade level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• attend department/faculty/professional development meetings when possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Getting to know the community:</strong> The teacher candidate will:**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• attend back-to-school events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• attend parent-teacher conferences when possible, including SST and IEP meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• if appropriate, co-write a letter with cooperating teacher introducing the candidate’s role in the classroom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The guiding principle of learning to teach is assuming **graduated responsibility** from observing to co-teaching to independent student teaching. Graduated responsibility supports the professional growth of teacher candidates by combining long-term experience in a clinical setting, incremental expansion of the candidate’s teaching role, and individualized support from a cooperating teacher and a supervisor. The actual timings and arrangements for integration are determined by the cooperating teacher, the teaching candidate, and the university supervisor, and will take into account their individual needs and circumstances.

<table>
<thead>
<tr>
<th>January/February</th>
<th>March/April</th>
<th>May/June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating the learning environment:</strong> The teacher candidate will:</td>
<td><strong>Independent student teaching begins in winter quarter after STEP has received the signed Advancement to Independent Student Teaching form. The teacher candidate will:</strong></td>
<td><strong>Independent student teaching takes place through the end of the school site’s academic year. The teacher candidate will:</strong></td>
</tr>
<tr>
<td>• take on more responsibility for planning and implementing longer learning segments, full lessons, and sequential days within a unit.</td>
<td>• take responsibility for the majority of daily and unit planning</td>
<td>• continue to debrief independent student teaching outcomes with cooperating teacher and supervisor, and adjust accordingly.</td>
</tr>
<tr>
<td>• continue to use cooperating teacher’s curricular resources, but begin to experiment more with own ideas, especially those that correspond with university coursework.</td>
<td>• try out various teaching strategies, discuss outcomes with cooperating teacher and supervisor, and make adjustments</td>
<td>• plan for inclusion of standardized tests into spring curriculum</td>
</tr>
<tr>
<td>• take more responsibility for responding to student work both orally and in writing</td>
<td>• take responsibility for all aspects of assessment (pre/post, formative, summative)</td>
<td>• plan and engage in classroom and school-wide end-of-year activities</td>
</tr>
<tr>
<td>• begin developing own assessments and analyzing whole class assessments with cooperating teacher</td>
<td>• keep families informed about student progress</td>
<td>• determine how best to say good-bye to students</td>
</tr>
<tr>
<td><strong>Building relationships with students:</strong> The teacher candidate will:</td>
<td><strong>Fostering relationships:</strong> The cooperating teacher, teacher candidate, and university supervisor will:</td>
<td>For more information, see “Independent Student Teaching in STEP”</td>
</tr>
<tr>
<td>• learn more about the background, educational needs, and special interests of students; begin exploring these if there is a new group of students in winter quarter.</td>
<td>• set up 3-way meeting to review goals described in quarterly assessment.</td>
<td></td>
</tr>
<tr>
<td>• attend parent meetings with cooperating teacher</td>
<td>• reestablish a consistent time for cooperating teacher and teacher candidate to debrief and collaborate.</td>
<td></td>
</tr>
<tr>
<td>• communicate with parents via email and phone</td>
<td>• determine when independent student teaching will begin.</td>
<td></td>
</tr>
<tr>
<td>• make home visits if possible</td>
<td>• schedule timing of STEP’s PACT Teaching Event</td>
<td></td>
</tr>
<tr>
<td><strong>Getting to know the school, community and profession:</strong> The teacher candidate will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• observe classrooms in different types of schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• observe students in other classes at the school site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• attend school events and extracurricular programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>June 24</td>
<td>June 25</td>
<td>June 26</td>
</tr>
<tr>
<td>CERAS</td>
<td>CERAS</td>
<td>CERAS</td>
</tr>
<tr>
<td>Breakfast provided</td>
<td>Breakfast provided</td>
<td>Breakfast provided</td>
</tr>
</tbody>
</table>

**MONDAY**
- **8:30am**
  - Check-in & continental breakfast
- **9:00am**
  - Orientation to the day
  - Introduction to field placements and summer school
  - One STEP at a time
    - *Elementary (204)*
    - *Secondary (300)*
- **Lunch Provided**
- **The quintessence of teaching**
  - Taking care of business
    - Pictures: *REQUIRED for all!!* (204)
    - LiveScan: *REQUIRED for out-of-staters* (308)
- **Pictures - 2:30-4:30pm**
- **LiveScan - 2:30-5:00pm**

**TUESDAY**
- **9:00am**
  - Orientation to the day
  - Conducting classroom observations
    - *Elementary (204)*
    - *Secondary (300)*
- **Lunch Break**
  - Professionalism & social media
  - Intro to GSE-IT & educational technology
  - Camera check out
- **~ 4:00pm**

**WEDNESDAY**
- **9:00am**
  - Orientation to the day
- **Lunch Break**
  - Ways we work in the STEP community
    - *STEP-Campus Tour (optional)*
  - *STEP Social @ Wilbur Field (4:30pm)*
- **~ 3:30pm**

**THURSDAY**
- **8:30am**
  - Continental Breakfast
  - Orientation to the day (101)
  - Stanford-Sunnyvale summer school connections
    - *STEP Secondary & Sunnyvale Middle School (300)*
    - *STEP Elementary & Bishop Elementary School (204)*
- **Lunch Provided**
  - Ways we work in the STEP community, cont.
  - Ways we learn
    - *STEP fun run/walk (optional)*
- **~ 4:00pm**

**FRIDAY**
- **7:45am**
  - Professional development & summer school planning
  - *Elementary @ Bishop Elementary School (until 11:45am)*
  - *Secondary @ Columbia Middle School (until 11:45am)*
- **Pack a lunch!!**
  - We'll start promptly at **1:00pm**
  - Technology in support of teaching and learning
- **~ 5:00pm**
Performance Assessment for California Teachers
STEP Elementary

As a summative assessment to your STEP year, you will complete the Performance Assessment for California Teachers (PACT). Over the course of the year you will receive support on the various components through your coursework and from the PACT team. Please note that you will include many of your course projects as part of this assessment so you should plan to keep copies of all of your coursework in a safe format (i.e. backup your work).

Background
In 1998 CA state legislature voted to require teacher preparation programs to use standardized performance assessments to make credentialing decisions. A coalition of CA universities who were dissatisfied with the state’s performance assessment developed an alternative standards-based assessment called the Performance Assessment for California Teachers. The aim was to develop subject-specific assessments that captured teaching knowledge and skills.

Purposes of PACT
PACT was developed primarily as a direct evaluation of a candidate’s teaching based on teaching practice and as one important piece of evidence for a credential recommendation. In addition, the process of completing PACT serves as a professional learning experience for teacher candidates as they plan, implement, analyze, and reflect upon learning segments. Finally, PACT provides evidence for programs about areas of strength and weakness for the purpose of program improvement.

Design of PACT
PACT focuses on three kinds of assessment, designed to capture both the formative development of teachers’ knowledge and skills throughout the year and a summative assessment during student teaching.

1. Embedded Signature Assessments: The ESAs differ from institution to institution and include items such as case studies of individual students, lesson or unit plans, analyses of student work, and observations and reflections on student teaching. At Stanford, the ESAs represent major course assignments – e.g., Literacy Program Paper, Math Lesson Study Project, English Language Learners Project, Special Needs Case Study, Classroom Leadership & Management Plan, and Reflections on Supervisor’s Formal Observations.

2. Teaching Event: The Teaching Event (TE) is designed to capture four categories of teaching: planning, instruction, assessment and reflection. To complete the TE, each candidate plans a learning segment (3-5 lessons) that focuses on literacy instruction, videotapes that learning segment, analyzes student learning, and reflects on his or her practice. The TE also captures the candidate’s attention to teaching academic language. For detailed information, see the PACT website: http://www.pacttpa.org/.

3. Subject-Specific Tasks: Elementary candidates also complete three subject-specific tasks that address at least one category of teaching (planning, instruction, and/or assessment). These three additional tasks address the core content areas that are not the focus of the more substantial teaching event – mathematics, science, and history/social science.
**Passing Standards for PACT**  
*(Performance Assessment for California Teachers)*

Successful completion of PACT is both a programmatic and state of California requirement for a recommendation for credential.

**General Scoring of Rubrics**  
The PACT is scored across multiple rubrics. A score of 2 is considered a passing score on each particular rubric. Scores of 3 and 4 represent increasingly strong performance. A score of 1 identifies an area in which your teaching event did not meet expectations.

**Summative Expectations for the Teaching Event**  
To meet state required expectations on the teaching event, a candidate must pass all five categories (Planning, Instruction, Assessment, Reflection, and Academic Language) and have no more than 2 failing scores of “1” across all rubrics.

To pass a category, a candidate must have a majority (at least half) passing scores within the category:
- In Planning, two out of three scores must be a “2” or higher;
- In Instruction, Assessment, Reflection, and Academic Language, one out of two scores must be a “2” or higher.

**Failure to Meet Expectations**  
Candidates who fail the Teaching Event because they failed only one task of the Teaching Event have the opportunity to resubmit specific individual tasks for a higher score. With the exception of the Reflection task, resubmitting a task involves more than simply re-writing/revising the commentary for an individual task. The chart below shows what would need to be resubmitted for each task that is failed:

<table>
<thead>
<tr>
<th>Task Failed</th>
<th>Components to be resubmitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Instructional context task; New series of lesson plans and instructional materials on a new topic; Planning commentary</td>
</tr>
<tr>
<td>Instruction</td>
<td>Instructional context task; New video clips; New lesson plans for the lessons from which the video clips are drawn; Instruction commentary</td>
</tr>
<tr>
<td>Assessment</td>
<td>Instructional context task; New student work samples; Assessment commentary</td>
</tr>
<tr>
<td>Reflection</td>
<td>Revision of reflection commentary for previously taught Teaching Event; <em>Daily reflections cannot be revised.</em></td>
</tr>
<tr>
<td>Academic Language</td>
<td>Instructional context task; New Planning Task + New Instruction Task (See above for components to be resubmitted)</td>
</tr>
</tbody>
</table>
As a summative assessment for your STEP year, you will complete the Performance Assessment for California Teachers (PACT). Over the course of the year you will receive preparation on the various components through your coursework and from your supervisor. Please note that you will draw upon many of your course projects in this assessment so you should plan to keep copies of all of your coursework in a safe format (i.e. back up your work).

**Background**

In 1998 the California state legislature voted to require teacher preparation programs to use standardized performance assessments to make credentialing decisions. A coalition of California universities who were dissatisfied with the state’s performance assessment developed an alternative standards-based assessment entitled the Performance Assessment for California Teachers. The aim was to develop subject-specific assessments that captured teaching knowledge and skills.

**Purposes of PACT**

PACT was developed primarily as a direct evaluation of a candidate’s teaching based on teaching practice and as evidence for a credential recommendation. In addition, the process of completing PACT serves as a professional learning experience for teacher candidates as they plan, implement, analyze and reflect upon learning segments. Finally, PACT provides evidence for programs about areas of strength and weakness for the purpose of program improvement.

**Design of PACT**

PACT focuses on two assessment types, designed to capture both the formative development of teachers’ knowledge and skills throughout the year and a summative assessment during student teaching.

1. **Embedded Signature Assessments**: The ESAs differ from institution to institution but include items such as case studies of individual students, lesson or unit plans, analyses of student work, and observations and reflections on student teaching. At Stanford, the ESAs represent major course assignments and are captured in a Graduation Portfolio submitted at the end of the program. These documents include a Literacies assignment, the Adolescent Development case study, an assignment from Language Policies and Practices, the Curriculum Unit developed in C&I, the Special Needs case study, the final project for Teaching in Heterogeneous Classrooms, and all reflections on the supervisor’s formal observations.

2. **Teaching Event**: The Teaching Event (TE) is designed to capture four categories of teaching - planning, instruction, assessment and reflection. To complete the TE, candidates plan a learning segment of 3-5 hours, videotape and analyze the learning segment, analyze student
learning, and reflect on their practice. For detailed information, see the PACT website: http://www.pacttpa.org.
PROCEDURE FOR THE DISMISSAL OF MASTERS STUDENTS AT GSE

All students at SUSE are expected to meet university and program requirements for their degrees and fulfill minimum progress requirements. Program requirements include professional expectations and competencies. The following process outlines the general steps followed prior to reaching a decision to dismiss a student from a masters program at SUSE:

1. A warning is issued in writing to the student by the Associate Dean of Student Services detailing the situation and deficiency. Prior to issuing the warning, the Associate Dean will consult with the director of the program in which the student is enrolled about the case, or in the case of programs with no director, with the Area Committee Chair or faculty sponsor who oversees administration of the program.
2. Extenuating circumstances, if communicated by the student, are considered.
3. A plan of action to remedy the deficiency, if the deficiency is deemed to be correctable, with stated goals and deadlines, is communicated to the student in writing.
4. The issue of continuation in the program or dismissal is subsequently decided upon by majority vote of the Area Chairs in Education (ACE) Committee. At least three members of the Committee must participate in the deliberations. A recommendation for action is made by the Committee to the Associate Dean for Student Affairs. A written summary of the decision is sent to the student.
5. A summary of the School discussions, votes, and decisions is placed in the student’s file.
6. The student is provided the opportunity to examine his or her file, if desired.
7. The student is advised on her or his rights to appeal under the Student Academic Grievance Procedures, as detailed in the Stanford Bulletin.

Professional Expectations and Competencies for STEP Candidates

The California Standards for the Teaching Profession (CSTPs) and Teaching Performance Expectations (TPEs) provide a framework for assessing and documenting the teacher candidate’s progress throughout the program. In addition to the CSTPs, the candidates are also held to the professional standards and expectations as outlined in the following documents: the National Education Association (NEA) Code of Ethics and the Family Education Rights and Privacy Act (FERPA).
Beginning in 1998, with the infusion of new program leadership and new faculty hires, the Stanford Teacher Education Program (STEP) undertook a major program redesign. In 2006, STEP graduated its first multiple subject (elementary) cohort.

In the spring 2012, the STEP Research Group surveyed program graduates about their professional pathways. The survey focused on current and past employment positions both in and outside of schools, as well as leadership roles in and beyond the classroom.

1 Nicole Holthuis, Ira Lit, Rachel Lotan, with support from Elana Feinberg, Brad Fogo, Laura Hill-Bonnet, and Claudia Rivas.
Between 2002 and 2011, 773 teacher candidates graduated from STEP with a Master of Arts in Education and a recommendation to the state of California for a preliminary teaching credential. Eighty-nine percent (N=688) completed the survey.

PROFESSIONAL ROLES AND CLASSROOM TEACHER RETENTION

In the 10-year sample, 74.6% of graduates are teaching in K-12 classrooms.

Figure 1: Professional roles of STEP graduates (N=688)

Across the ten years of the survey sample, the vast majority of STEP graduates (between 76.4% and 96.7%) are employed in the field of education, either as classroom teachers or in other roles in education.

Figure 2: Professional roles of STEP graduates by year, clustered by those currently employed in the field of Education and those not currently employed in the field of Education.

Though national estimates of teacher retention vary, as do methodologies and samples, two widely cited studies suggest that roughly 40% of new teachers leave the classroom within the first 5 years. In comparison, 21.7% (N=17) of the 78 respondents in the class of 2007 (with 5 years of experience at the time of the survey) were not employed as full-time K-12 classroom teachers.

Graduates in K-12 Classroom Teaching Positions

School Type

Of the 513 STEP graduates in K-12 classroom teaching positions, 84.6% report working in public schools.

![Pie chart showing school types](image)

Figure 3: Graduates teaching, by type of school (N=513)

School Location

Most STEP graduates (83.4%) are teaching in California.

![Pie chart showing school locations](image)

Figure 4: Graduates teaching, by school’s geographic location (N=512)
School Demographics

Over half of STEP graduates (57.6%) currently teach in Title 1 schools.

*Title 1 is a federal program that provides supplemental funding to local districts to meet the needs of at-risk and low-income students.*

![Pie chart showing 57.6% Title 1 schools and 42.4% Non-Title 1 schools.]

**Figure 5:** Graduates, by school Title 1 designation (N=420)

The percentage of graduates teaching in Title 1 schools is greater for more recently graduated cohorts (61.0% of graduates from 2008-2011 as compared with 50.0% of graduates from 2002-2006).

![Bar chart showing graduation rates by year for Title 1 and Non-Title 1 schools.]

**Figure 6:** Graduates, by school Title 1 designation, by year
**LEADERSHIP**

Of the graduates who are currently teaching (N=513), 95.7% (N=509) have assumed at least one of the following leadership roles:

<table>
<thead>
<tr>
<th>Type of leadership role</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student focused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsor any student groups, clubs or organizations</td>
<td>62.2%</td>
<td>319</td>
</tr>
<tr>
<td>Coach a sport</td>
<td>16.4%</td>
<td>84</td>
</tr>
<tr>
<td>School/district focused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve as a department lead or chair</td>
<td>23.6%</td>
<td>121</td>
</tr>
<tr>
<td>Serve on a school-wide or district-wide committee or task force</td>
<td>58.5%</td>
<td>300</td>
</tr>
<tr>
<td>Serve as a curriculum specialist</td>
<td>13.1%</td>
<td>67</td>
</tr>
<tr>
<td>Participate in a school reform or improvement committee</td>
<td>42.5%</td>
<td>218</td>
</tr>
<tr>
<td>Serve as a teacher on special assignment (e.g., district literacy or math coach, BTSA coach, curriculum resource specialist)</td>
<td>10.3%</td>
<td>53</td>
</tr>
<tr>
<td>Plan or conduct professional development</td>
<td>44.1%</td>
<td>226</td>
</tr>
<tr>
<td>Participate in curriculum development</td>
<td>76.2%</td>
<td>391</td>
</tr>
<tr>
<td>Community-focused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in community outreach</td>
<td>33.5%</td>
<td>172</td>
</tr>
<tr>
<td>Participate in fundraising or charity events</td>
<td>43.7%</td>
<td>224</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in starting or leading a new school, program, company or non-profit</td>
<td>22.0%</td>
<td>113</td>
</tr>
<tr>
<td>National Board for Professional Teaching Certification</td>
<td>9.6%³</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 1: STEP Graduates in leadership roles

Of note, 42.5% of graduates report participating in school reform efforts and 22.0% report leading or supporting efforts to start new schools, programs, or organizations, 9.6% of eligible graduates report National Board certification (as compared with 3% nationally).

³National Board Certification requires three or more years of teaching experience. Thus, we report here on responding alumni from 2002 to 2008 who are still teaching (N=293).
GRADUATES IN OTHER ROLES IN EDUCATION

Over half of the graduates not in classrooms (54.6%) are in administrative or other teacher support positions.

Figure 7: Graduates in education (not K-12 classroom teaching), by type of position (N=86)

GRADUATES IN POSITIONS OUTSIDE OF EDUCATION

A small proportion of STEP graduates (8.6%) are employed in fields other than education.

Figure 8: Graduates who are not in education, by type of position (N=59)
List 3 to 5 strengths the teacher candidate has demonstrated this quarter:

List 1 to 2 areas for growth on which the teacher candidate might focus in the near term:
In STEP, we use the Quarterly Assessment instrument to evaluate the teacher candidate’s practices in light of the California Standards for the Teaching Profession (CSTP).

The scale below reflects expected growth in the teacher candidate's practice during the STEP year. We aim to describe a continuum of practice from the performance of a novice teacher candidate to the performance of a well prepared and highly skilled, yet still beginning teacher.

Moving from level 1 to level 4, the descriptors show how practice develops in terms of consistency, organization, integration, initiative, independence, effectiveness, and professionalism. The goal is for the teacher candidate to be at level 4 on all of the standard elements by the end of the academic year, though we typically see a range of performance across the elements with the overwhelming majority of ratings at level 3 or level 4.

The candidate's growth and development rests significantly on the candid, professional, and clear evaluation and communication of her/his performance by the supervisor and cooperating teacher.

<table>
<thead>
<tr>
<th>Level 1:</th>
<th>The novice teacher candidate’s performance shows signs of development. Yet, it is typically inconsistent and variable in achieving anticipated outcomes. Small segments of independent and successful practice are performed regularly. The candidate's performance requires strong guidance and extensive support, and relies substantially on the cooperating teacher’s plans, assessment tools, practices and guidance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2:</td>
<td>The teacher candidate’s performance is steady and episodes of independent and successful practice are more frequent and longer in duration. The candidate's performance may require regular guidance and support, and continues to rely on suggestions and feedback from the cooperating teacher and supervisor. The candidate's practice may still be variable in achieving anticipated outcomes.</td>
</tr>
<tr>
<td>Level 3:</td>
<td>The candidate’s performance is generally consistent and reliable. Performance is more commonly linked to anticipated outcomes. The candidate successfully organizes multiple, related lessons. The candidate’s performance indicates readiness to assume increased responsibility for daily instruction with continued support from a cooperating teacher, university supervisor or mentor.</td>
</tr>
<tr>
<td>Level 4:</td>
<td>The candidate’s performance is typically consistent, purposeful, and well-timed. The candidate successfully organizes series of related instructional segments over significant periods of times. Performance is more firmly linked to anticipated outcomes. The candidate’s performance indicates readiness to assume the regular, daily responsibilities as a teacher of record.</td>
</tr>
</tbody>
</table>

OTHER Mark this column if...
(1) you have insufficient evidence to evaluate the candidates performance at this time, or
(2) you have special concerns or questions about the candidate’s performance on this standard at this time.
### Standard 1: Engaging and Supporting All Students in Learning

Check the box that best describes the level of performance on each element of the standard:

<table>
<thead>
<tr>
<th></th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Insufficient Evidence or Concerns</td>
</tr>
<tr>
<td>1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1.3</td>
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<td>1.4</td>
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<td>1.5</td>
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<tr>
<td>1.6</td>
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</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings:

This is an internal teaching document for use by STEP only.
## Standard 2: Creating and Maintaining Effective Environments for Student Learning

Check the box that best describes the level of performance on each element of the standard:

<table>
<thead>
<tr>
<th>Element</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 promotes social development and responsibility within a caring community where each student is treated fairly and respectfully;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 creates physical or virtual learning environments that promote student learning, reflects diversity, and encourage constructive and productive interactions among students;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 establishes and maintains learning environments that are physically, intellectually, and emotionally safe;</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>2.4 creates a rigorous learning environment with high expectations and appropriate support for all students;</td>
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<td></td>
<td></td>
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<tr>
<td>2.5 develops, communicates, and maintains high standards for individual and group behavior;</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>2.6 employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn;</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.7 uses instructional time to optimize learning.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings:
Standard 3: Understanding and Organizing Subject Matter for Student Learning

<table>
<thead>
<tr>
<th>Check the box that best describes the level of performance on each element of the standard:</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks;</td>
<td></td>
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<tr>
<td>3.2 applies knowledge of student development and proficiencies to ensure student understanding of subject matter;</td>
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<tr>
<td>3.3 organizes curriculum to facilitate student understanding of the subject matter;</td>
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<tr>
<td>3.4 utilizes instructional strategies that are appropriate to the subject matter;</td>
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</tr>
<tr>
<td>3.5 uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students;</td>
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<tr>
<td>3.6 addresses the needs of English learners and students with special needs to provide equitable access to the content</td>
<td></td>
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</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings:
Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Check the box that best describes the level of performance on each element of the standard:

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient Evidence or Concerns</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.1 uses knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction;

4.2 establishes and articulates goals for student learning;

4.3 develops and sequences long-term and short-term instructional plans to support student learning;

4.4 plans instruction that incorporates appropriate strategies to meet the learning needs of all students;

4.5 adapts instructional plans and curricular materials to meet the assessed learning needs of all students.

As appropriate, provide further comments and/or specific evidence supporting your ratings:
### Standard 5: Assessing Students for Learning

Check the box that best describes the level of performance on each element of the standard:

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>OTHER</th>
</tr>
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<tbody>
<tr>
<td><strong>5.1</strong> applies knowledge of the purposes, characteristics, and uses of different types of assessments;</td>
<td></td>
<td></td>
<td></td>
<td>Insufficient Evidence or Concerns</td>
</tr>
<tr>
<td><strong>5.2</strong> collects and analyzes assessment data from a variety of sources to inform instruction;</td>
<td></td>
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<tr>
<td><strong>5.3</strong> reviews data, both individually and with colleagues, to monitor student learning;</td>
<td></td>
<td></td>
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<tr>
<td><strong>5.4</strong> uses assessment data to establish learning goals and to plan, differentiate, and modify instruction;</td>
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<tr>
<td><strong>5.5</strong> involves all students in self-assessment, goal setting, and monitoring progress;</td>
<td></td>
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<tr>
<td><strong>5.6</strong> uses available technologies to assist in assessment, analysis, and communication of student learning;</td>
<td></td>
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<tr>
<td><strong>5.7</strong> uses assessment information to share timely and comprehensible feedback with students and their families.</td>
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</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings:
### Standard 6: Developing as a Professional Educator

This standard requires a slightly different scale. The elements of this standard describe the responsibilities and expectations of becoming a member of a professional community. The scale is designed to acknowledge the potential for growth in regards to professional identity and responsibility over the course of the candidate’s pre-service experience. **The goal is for the teacher candidate’s performance to “meet professional expectations and demonstrate readiness to competently and successfully assume the responsibilities of the teaching profession” by the end of the academic year.**

<table>
<thead>
<tr>
<th></th>
<th><strong>FALL AND WINTER QUARTERS</strong></th>
<th></th>
<th><strong>SPRING QUARTER ONLY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance needs attention and support.</td>
<td>Performance is developing appropriately.</td>
<td>Performance meets professional expectations and demonstrates readiness to competently and successfully assume the responsibilities of the teaching profession.</td>
</tr>
<tr>
<td>6.1</td>
<td>reflects on teaching practice in support of student learning</td>
<td></td>
<td>YES / NO</td>
</tr>
<tr>
<td>6.2</td>
<td>establishes professional goals and engages in continuous and purposeful professional growth and development</td>
<td></td>
<td>YES / NO</td>
</tr>
<tr>
<td>6.3</td>
<td>collaborates with colleagues and the broader professional community to support teacher and student learning [e.g. STEP peers, supervisor, cooperating teacher; grade level, department and other school members, as appropriate and applicable]</td>
<td></td>
<td>YES / NO</td>
</tr>
<tr>
<td>6.6</td>
<td>manages professional responsibilities to maintain motivation and commitment to all students</td>
<td></td>
<td>YES / NO</td>
</tr>
<tr>
<td>6.7</td>
<td>demonstrates professional responsibility, integrity, and ethical conduct</td>
<td></td>
<td>YES / NO</td>
</tr>
</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings. Comments are required if performance needs attention and support (fall and winter) or as not fully meeting professional expectations (spring).

Experiences afforded teacher candidates in the following CSTPs vary widely. Briefly describe this candidate’s opportunities for learning in these areas and his/her developing ability to meet the standard.

<table>
<thead>
<tr>
<th></th>
<th><strong>FALL AND WINTER QUARTERS</strong></th>
<th></th>
<th><strong>SPRING QUARTER ONLY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4</td>
<td>works with families to support student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>engages local communities in support of the instructional program</td>
<td></td>
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</tbody>
</table>
1. PROFESSIONAL GROWTH PLANS (complete at the end of EVERY quarter)  
**This section should be completed as part of the three-way conversation among the Candidate, Supervisor and Cooperating Teacher.**

After reflecting on the work of the past quarter, we agree that the candidate should focus on standard number(s) _______________ in the following ways:

2. MID-PROGRAM REVIEW (complete at the end of AUTUMN and WINTER quarter)

OVERALL ASSESSMENT of the candidate’s current performance:

- ☐ Appropriate performance for this time of year
- ☐ Adequate performance, with some minor concerns (elaborate below)
- ☐ Performance is of serious concern and requires immediate attention (elaborate below)

<table>
<thead>
<tr>
<th>Supervisor/CT Comments:</th>
<th>Teacher candidate comments:</th>
</tr>
</thead>
</table>

Signature of Supervisor/CT: ___________________________ Date: ________________

Signature of Teacher Candidate: __________________________ Date: ________________
3. SPRING QUARTER SUMMARY REVIEW (complete at the end of SPRING quarter only)

Please indicate your assessment of the candidate's readiness to assume the professional responsibilities as a teacher of record in her/his own classroom:

- The candidate's performance indicates a readiness for entry into the profession.
- The candidate's performance indicates a readiness for entry into the profession, with some minor concerns.
- The candidate's current performance is of serious concern and requires further development.

Supervisor/CT Comments: ____________________________  Teacher candidate comments: ____________________________

Signature of Supervisor/CT: ____________________________ Date: ______________

Signature of Teacher Candidate: ____________________________ Date: ______________
The Quintessence of Teaching

Task Card

Individually, draw your conception of the Quintessence of Teaching.

With a partner,
- exchange your drawings;
- without commenting on your own work, examine your partner’s drawing;
- take turns to describe what you notice in your partner’s drawing and what you see as his or her representation of the Quintessence of Teaching.

As a group, share your intentions with and explanations of your own drawing.

Individually, put your name and respond to the following prompt:

Describe images of teaching that surprised you, touched you, or felt significant.
The purpose of the Fall Reciprocal Observations is to provide opportunities for STEP teacher candidates to

- become familiar with the teaching context of other STEP teacher candidates within their supervisory group,
- become familiar with the process of collegial observation and feedback,
- enrich their curricular and pedagogical repertoire through collegial interactions.

Supervisory groups will meet to debrief on Wednesday, November 6th from 5-6:30pm.

The Fall Reciprocal Observation is similar to an observation by your supervisor. The difference from a regular observation is that another STEP teacher candidate, not the university supervisor, will meet with you for a pre-observation conference, receive the lesson plan in advance, visit the classroom, take notes, and debrief. As with all of the regular observations by university supervisors, each STEP teacher candidate will write a reflective response to the colleague’s observation commentary.

Procedures for the Fall Reciprocal Observations

1. Your supervisor will assign a reciprocal observation partner from among your supervisory group. In the case of threesomes, each will observe another in the group, so that everyone will be observed by at least one person.

2. A day or two before the scheduled observation, meet to discuss the context (school, department, class, curriculum), the written lesson plan, and what (if anything) would the STEP teacher candidate like the observer to focus on.

3. Carry out the observation.
   - Attend the class.
   - Take notes, using the format of one of the observation notes forms or another format of your own choosing.
   - Fill out an observation summary form or write-up your notes in a format of your choosing and attach the lesson plan and the notes to it.

4. Meet your partner to debrief the lesson shortly after the observation. Based on the discussion and the observation write-up you will write a reflection in the usual way.
5. The observing teacher candidate writes a brief summary report to present to the rest of the group at the debrief.

6. The total discussion time for the Reciprocal Observation Conference will be divided so that each individual reciprocal observation will have about twenty minutes to present.

The following are some suggestions for use of time:

- **5 minutes** for the person who was observed to describe the district, school, department, and class contexts and what he or she was trying to accomplish in the lesson for the day. Bring copies of the written lesson plan for everybody.

- **3 minutes** for the observer to describe her/his interpretation of the lesson.

- **8 minutes** for the group to ask questions and discuss. For this observation, it might be interesting to discuss how context affects the work of the teacher: What is different about teaching in different contexts? Compare the different departments, high schools, and districts. How do they impact the work of a classroom teacher? What kinds of contexts will you be seeking for your first year of teaching?

- **4 minutes** for each group member to write a brief note to the person observed—what you learned from this experience and the discussion, including ideas that you will try to use in your own teaching. These notes will go directly to the person observed at the end of each presentation.

7. At the end of the conference complete the Record of Reciprocal Observation form (see next page) and staple it to the lesson plan, observation commentary and the reflection submitted to you by your colleague. Turn in the package to the Clinical Work mailbox.
Record of Reciprocal Observation

Teacher Candidate/ observed: _______________________________ Date of visit: ______________

Teacher Candidate/ observer: _______________________________

The following documents are included in this package:

- Lesson plan
- Observation commentary
- Reflection
School Site Observation Protocol

First impressions
- Grade level; how many students; racial/ethnic and gender composition; tracked/laned, mainstreamed/inclusive (i.e. English language learners, special ed students)?
- What are student and teacher attitudes and interactions like?

Environment
- Set up and physical arrangement of tables/desks/chairs: rows? Table groups? Space to move?
- Board(s)—what’s on it?
- Overhead, TV monitor, video—how used?
- Books and textbooks—where, how many, what kind? How used?
- Equipment (lab stuff); manipulatives

Artifacts
- The walls: posters, messages, samples of student work—describe kind of work students are engaged in
- Students’ notebooks and working tools – what are they doing and what tools are they using?

Learning task/activity
- What are students asked to do (seatwork, reading the textbook, completing worksheets, discussing, presenting, IRE)?
- What is the kind of task? Is it a conceptual, problem-solving task or factual recall? Are students collecting information? Consulting each other and resources?
- How is this task related to previous and future learning tasks?

Patterns of interaction
- Students: What is the level of engagement? How many students participate? Who participates? What are apparent norms of behavior and interaction? How are students responding to / interacting with the teacher? To each other?
- Teacher: What does the teacher do (moves around, moves from table to table, student to student, sits at his desk, lectures in front of class)? What kinds of questions? What’s the feedback to students? How are instructions given (orally/in writing; explicit and clear?) Pace of teacher talk? If teacher talks for a relatively long time, what are students’ reactions?

Assessment
- How do students know how they are doing? What’s the teacher’s feedback like? Do students comment on each other’s contributions and work? Are assessments authentic? Do students revise work from feedback?

General impression
- What’s the ambiance in this classroom?

Talking to the students…
- What did you learn in this class today? This week?
- What kinds of assignments do you usually have? How much work?
# Record of an Observation Cycle

**Teacher Candidate:** ________________  
**Date:** ________________

**Supervisor:** ________________  
**Observation #_____ of 9**  
**Video □**

## Planning Conference

**Participants:** ________________  
**Date held:** ________________

## Debrief Conference

**Participants:** ________________  
**Date held:** ________________

## Written Reflection

**Date submitted:** ________________

A revision IS / IS NOT required.  
**Date returned:** ________________

## Candidate’s Response

I have read your comments and have attached the revision *(if requested).*  
**Candidate’s signature:** ________________  
**Date:** ________________

## Supervisor’s Final Response to STEP Office

The document record is complete and approved.  
**Supervisor’s signature:** ________________  
**Date:** ________________

---

*Return completed packet to Clinical Work mailbox*
• How well do you know the other kids in this class?
• What do you like most about this class? Least?
Classroom Observation Notes – (Refer to protocol on cover page)

Name of observer: ___________________________  School site: ___________________________

Teacher name: ___________________________  Grade level/course: ___________________________

<table>
<thead>
<tr>
<th>First impressions</th>
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<table>
<thead>
<tr>
<th>Environment</th>
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<tr>
<th>Artifacts</th>
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<tr>
<th>Learning task/activity</th>
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<tr>
<td>Patterns of interaction</td>
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<th>Assessment</th>
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<thead>
<tr>
<th>General impression</th>
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<thead>
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<th>Talking to the students</th>
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ED 246 B/ Secondary Teaching Seminar
Pre –Fall/ Fall 2013-2014

Assignment 3:
School Policies and Resources

Due: September 18, 2013

The goal of this assignment is to provide you with an opportunity to locate and record reliable information about selected policies and resources at your school. To complete this assignment, you might collect information from your cooperating teacher, the faculty handbook, the department chair, a school administrator, and other sources as necessary.

We encourage you to work with colleague(s) to collect the information (if possible). You will submit an individual report of the results of your investigations.

Crucial contacts:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone # and email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
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<tr>
<td>Admin/ Discipline</td>
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<tr>
<td>Custodian</td>
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<tr>
<td>Secretary</td>
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</tbody>
</table>

Campus emergencies and security

1. Under what conditions (if any) should you call 911 from your classroom? Where did you find the answer to this question?

2. A student becomes ill during a lesson. It is serious enough that you would not be comfortable sending the student to the office, even with another student.

   Whom do you call? Phone #:  

3. Two students appear involved in a heated argument. It doesn’t seem to be a matter for the Dean or Vice Principal, but it could escalate if not resolved. Where and through whom could you explore conflict resolution strategies?

   Name: Phone #:
Assessment and Grading Policy Assignment

This assignment has two parts:

1) A clear policy for assessment and grading that includes a rationale for your choices. This part should be between 750-1,000 words and should reference class readings and other sources.

You are to prepare an assessment and grading policy that reflects your understanding of and perspective on these important aspects of your teaching. In your assessment policy you will clearly show what you will assess and the types of assessment you will utilize. You will also explain why you chose the particular assessment strategies, what you hope to learn from them, and how you will use the results to provide feedback to students and to inform your teaching.

Your policy will:

- include a justification and rationale for what you are valuing and why;
- explain how the goals and activities in your course are reflected;
- show what you intend to “count” toward students’ grades and how it will add up over the length of your course; (When considering “what counts” towards a grade, you should directly address the issues raised by grading in terms of content standards, habits of mind/ways of working, mastery, effort, improvement.)
- how you will handle grading in a fashion that sustains consistent and productive effort for the greatest number of students possible.
- draw on the course readings and class activities, and address issues such as: assessment of and assessment for learning, formal and informal assessments, formative and summative assessments, grading criteria, the use of rubrics, peer and self assessment and the function/methods of feedback.

2) A one page (or less) statement that you will use with your syllabus/letter home, informing your students and their parents about the details of your assessment practices and grading policy in your course. The challenge in this part is to write clearly and concisely so that students and parents can quickly and completely get a sense of how your grading and assessment policy works.

You probably should include a short statement about the rationale behind your grading system, information about what kinds of work get graded and which do not, and an explanation of how final grades will be determined.

Make sure that your policy section matches your statement to students, and make sure that both parts make logical sense. For instance, if you say that you value mastery but there are no chances to revise assignments, is that consistent?

Evaluation Criteria

- A range of assessment strategies is discussed and the reasons for their choices are well-founded.
- The readings and class activities clearly inform the final policy decisions and the main issues are addressed.
- The statement for students and parents clearly matches the statement of policy and rationale.
- Both parts of the assignment are written clearly, succinctly and in a well-structured form. The statement for students and parents is written in an appropriate format and style.
### Assessment and Grading Policy Assignment Grading Criteria

**The assignment must include:**
- ✔ A clear policy for assessment and grading that includes a rationale for your choices
- ✔ A one page statement that you will use with your syllabus/letter home, informing your students and their parents about the assessment practices and grading policy in your course

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Criteria Description</th>
<th>Evidence and Comments</th>
<th>Met the Standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range of assessment strategies discussed in policy</strong></td>
<td>A range of assessment strategies is discussed and the reasons for their choices are well-founded.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integration of readings and class activities</strong></td>
<td>The readings and class activities clearly inform the final policy decisions and the main issues are addressed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alignment of policy with statement to parents and students</strong></td>
<td>The statement for students and parents matches the statement of policy and rationale, giving the readers a clear, concise, and logical overview of how assessment will work in your class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing style</strong></td>
<td>Both parts of the assignment are written clearly, succinctly and in a well-structured form. The statement for students and parents is written in an appropriate format and style. Both parts are proofread carefully.</td>
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</table>

**Final Comments and Grade:**
4. What is your school or district’s policy on harassment, discrimination, and bullying?

5. What reporting procedures are in place, and how are such procedures made known or visible to students, teachers and school staff?

6. At this school, is there a person who roams the campus and monitors behavior?
   Name:       Phone#

7. Under what conditions will your school have a lock down exercise?
   Conditions:
   Expected teacher role during the drill:

8. Where will you take your class in the event of a fire drill? Provide a sketch of your path and destination.

9. What is your school’s official policy for mandatory reporting?

10. What specific behaviors or risk situations are mentioned in your school’s policy?

11. What are the procedures of mandatory reporting?

12. A student with whom you have established a good relationship seems very upset and asks to speak with you. The student wants you to promise not to tell anyone about the conversation. How do you respond? What do you do immediately and as a follow up?

Administrative approvals needed

13. You have a great idea for a class activity and would like to hold your class in another part of the campus.
   Who will you contact for approval?

14. The activity above requires money you should not have to provide. Where can you go or who would you contact for funds or permission to have a fundraiser?

15. You have a great idea for a presentation or activity that would logically combine several classes and would need to meet in a room larger than your classroom. How do you go about
   • arranging for another room?
   • getting approval for an outside speaker?
   • arranging for students who might have to miss part of another class?

16. You want to take your class to the Library, the computer lab, or other central location. Who do you contact?

   Library:
Resources

17. A piece of necessary technology (TV monitor, video player, etc) malfunctions. Whom do you inform in addition to your cooperating teacher?
   Name:          Phone #:          

18. Where will you go for curriculum information in addition to your cooperating teacher?

19. What is the name of the person who supports students with special needs in your class?
   Name:          Room #:          Phone #:          

20. A number of students in your class have varying levels of oral and written proficiency in English. Where will you go for information and support for these students?
   Name[s]:        Room #:          Phone #:          

21. You are curious about a student’s achievement in your subject area in earlier grades. Where do you go to find what you need?
   Person/Title:        Room/Area:          Phone #:          

22. You want to call home about a particular student, but are not sure about some things: There might be a language barrier. A call could result in unwarranted punishment by parent[s]. If it is a split family, which parent should you call? If your cooperating teacher does not know the answer to these questions, how will you best prepare yourself for the call or get ideas for other strategies?
   Name/Position        Room/Area:          Phone #:          

23. Other

Miscellaneous

24. If you were to teach for 5 years on this campus and, in that time, earn another 15 units of credit, what would your salary be?

25. Where is the nearest place for a good cup of coffee/tea?

26. Other
Similar to dissertation hearings in doctoral programs, the end-of-year Exhibition provides you, the STEP teacher candidate, with an opportunity to do the following:

- share what you know and are able to do with people who are important to you and who supported you during the program,
- present, analyze, and reflect on your teaching,
- reflect, in the presence of colleagues, on your professional growth and development, your learning, and your accomplishments during this past year, and
- create a sense of closure and accomplishment as you prepare to graduate from STEP and enter a new stage in your teaching career.

**Assessment**

Your exhibition will be assessed on the following dimensions:

- **Organization and clarity**
  - The presentation was well-organized, well-timed, and supporting materials contributed to its clarity.

- **Use of evidence and depth of analysis**
  - The candidate demonstrated a solid understanding of the classroom context and the specific learning needs of his or her students.
  - The candidate presented evidence from the classroom appropriately and consistently to support claims and arguments about his or her teaching and the students’ learning.
  - The candidate shows solid and accurate understanding of subject matter.
  - The candidate connected evidence from the classroom to the standards for practice as outlined in the California Standards for the Teaching Profession or in the Teaching Performance Expectations.

- **Honesty and insight in reflection**
  - The candidate recognized his or her accomplishments and successes.
  - The candidate was aware and honestly acknowledged areas where further growth and development are expected.

- **Candidate’s response to questions and comments**
  - The candidate responded to questions and comments from members of the committee directly and convincingly.

Your supervisor will complete the Exhibition Documentation form (see last page). He or she will also inform you and STEP of the committee’s final decision: **Pass or Resubmit**.
Completing Your Exhibition

1. Identify your exhibition committee
   The Exhibition Committee comprises three members: your supervisor, a university-based faculty or staff member, and a STEP colleague. The supervisor acts as the facilitator, timekeeper, and formal chair for the meeting. You are responsible for identifying and inviting the other two committee members. If possible, invite your cooperating teacher who will then serve as an additional member of the committee. You may invite other members of your professional community: a faculty member or administrator from your placement, colleagues, some of your students, and any other persons of your choice as guests at your exhibition.

2. Determine the time and place for your exhibition
   Exhibitions should be scheduled anytime between May 6 and May 31, 2013. The meetings may take place anywhere that makes sense for all members of the committee: at a school site, at someone’s home, or at Stanford. Make the appropriate requests for a room and equipment according to the procedures below:

   • Exhibition at Stanford - request for a room and equipment
     Please email Elizabeth Chesler (echesler@stanford.edu) with the following information: number of people attending, date/time, and type of equipment needed.

   • Exhibition at a location OTHER than Stanford - request for equipment
     Please email Debbie Belanger in GSE IT (belanger@stanford.edu) with your technology needs.

3. Prepare your exhibition
   a. Select a 5-8 minute video clip for your teaching exhibition from your Teaching Event learning segment. You may use two separate clips. Prepare a presentation that contextualizes the clip(s) and demonstrates your ability to analyze and reflect upon your practice, using the agenda on the following page as your guide.

   b. Prepare your Summary Reflection. Refer to the spring Practicum syllabus for directions. The goal is to identify your strengths and areas for growth across all six categories of the California Standards for the Teaching Profession.

4. Send materials to your committee members.
   Two days (48 hours) prior to your exhibition, send the following FOUR documents to all the committee members:

   a. your Context for Learning (Task 1) from the Teaching Event
   b. your Instructional Commentary (Task 3) from the Teaching Event
   c. the lesson plan from the day of the video clip
   d. a working draft of your Summary Reflection.

   If you do not send out these materials in advance, your supervisor reserves the right to ask you to reschedule the exhibition.
Agenda for the Exhibition

I. Welcome and introductions (~3 minutes)

II. Overview of the agenda by the supervisor (~2 minutes)

III. Presentation & analysis of teaching and learning in your classroom (~35 minutes)
   a. Overview of the context for learning
   b. Framing information for video clip
      Provide the audience with relevant features of the lesson, including learning goals and classroom norms. You may wish to focus on some aspect of the clip that continues to provoke or puzzle you. You should explain why you chose the particular clip, what you were trying to accomplish in this lesson, and what it represents about your practice and your students’ learning.
   c. Presentation of video clip
      A transcript should be made available to members of your committee for portions of the clip that are inaudible.
   d. Questions from committee members and audience about video clip

IV. Summary Reflection (~20 minutes)
   a. Presentation of Summary Reflection
      Reflect on how your practice is developing in light of the California Standards for the Teaching Profession. Describe what you perceive as your strengths, areas of growth, and goals for future professional development. In the presentation, focus on selected standards that are particularly relevant and important to you at this time.
   b. Questions and comments from committee members and audience about Summary Reflection

V. Committee confers to evaluate Exhibition (see criteria below)
The committee members all agreed that the candidate met all four of the criteria listed below:* 

- **Organization and clarity**
  - The presentation was well-organized, well-timed, and supporting materials contributed to its clarity.

- **Use of evidence and depth of analysis**
  - The candidate demonstrated a solid understanding of the classroom context and the specific learning needs of his or her students.
  - The candidate presented evidence from the classroom appropriately and consistently to support claims and arguments about his or her teaching and the students’ learning.
  - The candidate shows solid and accurate understanding of subject matter.
  - The candidate connected evidence from the classroom to the standards for practice as outlined in the California Standards for the Teaching Profession or in the Teaching Performance Expectations.

- **Honesty and insight in reflection**
  - The candidate recognized his or her accomplishments and successes.
  - The candidate was aware and honestly acknowledged areas where further growth and development are expected.

- **Candidate’s response to questions and comments**
  - The candidate responded to questions and comments from members of the committee directly and convincingly.

*For a successful exhibition, the candidate needs to fulfill all four criteria as assessed by the members of the committee. If a majority of the committee assessed the candidate as not fulfilling one or more of the four criteria, the candidate needs to schedule a subsequent exhibition.
Orientation Assignments  
Summer 2013

for TUESDAY

(1) Read “Building a Democratic Profession of Teaching”  
(Darling-Hammond, 1997)

(2) Read PACT documents in the STEP handbook

Elementary: https://gse-step.stanford.edu/academics/elementary/handbook

for WEDNESDAY

(1) Multiple Subject candidates only: Read "Increasing Teacher Awareness through Classroom Observations," in Looking in Classrooms (Good & Brophy, 2008), pp. 17-32.

for THURSDAY

(1) Complete the Learning Survey (in your orientation folder) and bring your survey to Orientation on Thursday.

(2) Read Summer School section of the STEP handbook

Elementary: https://gse-step.stanford.edu/academics/elementary/handbook

(3) Sign up: Summer School Carpool wiki  
https://sites.google.com/a/stepteachers.org/stepteachers2014/orientation/summer-school-carpools

by FRIDAY

Complete the STEP Google Site profile assignment:  
https://sites.google.com/a/stepteachers.org/stepteachers2014/people/students
2013 ORIENTATION PLANNING GUIDE

ORIENTATION GROUPS 2013 99: 5pplx15 + 4pplx6

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
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<tbody>
<tr>
<td>1. AM: ALL (GTKY)</td>
<td>1. AM: SEC (PIAR &amp; RAC)</td>
<td>1. AM: SEC (observations)</td>
<td>1. AM: ELEM by CT group</td>
<td>1. PM: Videos</td>
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<tr>
<td>2. SEC – GTK.STEP</td>
<td>2. AM: ELEM (PIAR &amp; RAC)</td>
<td>2. AM: ELEM (observations)</td>
<td>2. AM: SEC by CT group</td>
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<tr>
<td>3. ELEM – GTK.STEP</td>
<td>3. PM: ALL (prof. &amp; tech.)</td>
<td>3. PM: ALL (ways we work)</td>
<td>3. PM: ALL (ways we work)</td>
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<td>4. PM: ALL (Quint.)</td>
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MAKING GROUPS:
“ALL” – Rachel/Colin  “SEC” – Rachel/Colin  “ELEM” – Ira
Thursday by CT – Ruth Ann & Nancy  Friday (for videos using survey) – Polly

GROUPS – Assign a person to make up all the different groups in advance -

- Take time to count/double check all the groups and update spelling of names/duplicate names during the week
- Should get posted on IWB every AM/PM as needed
- Use “landscape” so they show up better on IWB in 300

TABLES [IL + others, set up on Friday]

- We use 1 table per groups to open up the room. Materials tables on side and in back. Stack extra chairs to make more room and move extra tables to the halls or ledges
- Remember to set up 204 as well as 300

Orientation Week
FOLDERS [EC] – Orientation calendar, SCTA, STEP Release, Learning Survey, Elem/Sec Curriculum grids, Elem/Sec summer cals, Year-Round Calendars (if they can be ready and accurate)
Early prep tasks

- **EC:** Reserve 204 for Friday/weekend for set up
- **EC:** Can we reserve field for Wed. social?
- **MON Photos:** Can we ask for more photogs so it doesn’t take so long to do the pictures?

  Took 90+ min. in 2013. Lots of waiting while folks have tasks to complete.

Monday Tasks

- **IL/RL:** Prep notes on Elem/Sec cohorts for intro
- **Teams:** Set up materials in 300 and 204
- **IL:** Computer in 101 with slides (agenda, intros, goals, task)
- **IL:** IWB notes for 204 (AM)
- **CH:** Groups on doc camera in 300
- **CH:** Computer in 300 (AM) with slides for GTK-STEP Sec
- **CH/IL:** Computer in 300 (PM) with PPT (agenda, QoT, HW, reminders, etc.)
- **EC:** Email to candidates: you’ve been added to STEP google site (& and other info. they need to know about this)
- **EC:** Email candidates with link to HW assignments on STEP gsite
- **EC:** Prep/order for bilingual lunch on WED...
- **CH/PD:** Order popcorn machine/snacks for Friday movie session
Monday AM

8:30   Check In (2nd floor) [staff]
       Breakfast (lobby)

9:00   Welcome & Overview of the Day (101) [IL]
1. Ira, Rachel & Ruth Ann should all briefly introduce themselves and their roles

2. Orientation Goals
   - GTK each other
     Begin building collegial community in STEP
   - GTK STEP
     Prepare you to make the most of this year
   - GTK our summer school partners
     Prepare for the summer school experience
   - Begin to explore teaching as a profession and your identity as a professional teacher

3. STEP Goals
   - cultivate exceptional classroom teachers
   - with commitment to equitable schools and classrooms
   - capacity for educational leadership

9:10   Getting To Know You, Part 1: Program & Staff Introductions
   - IL introduce SELF & STEP elementary (MS program)
     • general demographics, diversity
   - RL introduce SELF & STEP secondary:
     • overall numbers, how many in each subject, class make-up, etc
   - RAC introduce SELF & concept of clinical work
     • share overview/demog. of school partners
   - STAFF: SELF introductions of self—a little personal background + role
Monday AM (cont)

9:20  * REMINDERS: Professional expectations regarding personal needs:
Restrooms, snacking, emergency calls, etc.
Logistics: Nametags, STEP Mailboxes

Getting to know you, Part 2: Things In Common [Task Card on ppt]  [IL]
- In groups of 3-5 identify at least 5 things you have in common...
- Work to find especially interesting commonalities
- Prepare to share a few of your ideas

9:35  SPLIT: ELEM to 204, SEC to 300 + BREAK along the way

Getting to know STEP: SECONDARY

- **Materials**: Giant Post-Its, Colored paper, Scissors, Glue, Markers, CI posters, Laptop

9:45  Orientation to group work: The STEP curriculum  [RL]
- Scaffold reporting – Each group presents 1 main idea / question / insight.
  Should be less than one minute each. Each teacher who observed comments
  on 1 main idea / question / insight raised when watching the group work.
- Group roles; importance of group work.

9:55  Activity Groups

Roles: Facilitator, Reporter, Materials Manager, Poster organizer, Timer

11:00  Beautify posters

11:15  Presentations and feedback
- As each group presents, show the PPT that reveals related class
- maybe use a graphic organizer to help track the sharing out
General feedback given on groups, roles, etc.

12:00-1:15  Lunch – table signs – sit by subject

Monday AM (cont)
**Getting to know STEP: Elementary**

**PREP**

- ELEM: on IWB: (1) groups, (2) norms for collaboration/group work, (3) guidelines for sharing; also, (4) roles posters
- ELEM: handouts: Summer Calendars, Curriculum grids, and planning calendar
- materials: posters, colored paper, scissors, glue, markers, crayons, index cards

9:45 A. GTKY – Musical Toss [IL]

10:00 B. Orientation to Activity [IL]

  - opportunity to explore some of the big ideas/concepts that we'll delve into in more depth during the year...
  - transparency in teaching...
    > no hidden agendas: randomly distribute students (ideas how?)

C. **Process**: Review plans, process, timeline

  - work in small groups; explore a topic; prep something to share with the larger group
  - detailed instructions are in each folder
  - we have until about 11:15 to work on your task
  - be sure to set aside some time finalize your posters and to prepare what you want to share with the larger group: 90 SEC. REPORT!
  - sign up for practice & feedback w/ DR, LHB, JH, IL
D. Introduce **small group norms**
   : 3 things, modeling ways we want them to work...
   - everyone contributes
   - you have the right to ask for help
   - you have the duty to assist

E. **Criteria for Group Reporting**
   An informative report—
   1. *highlights the group’s thinking*
      - focus on key ideas and lingering questions
   2. *is concise*
      - two minutes maximum
   3. *engages the audience*
      - practice!

   **Note: Process = modeling; not meant to be patronizing**

   10:50 Give a time check: Final prep / rehearsal / beautify poster
   11:00 Share out: 90 sec / group + Q&A and feedback
      * Facilitators comment on group’s work (insights, highlights)
   2-4 – begin w/ focus on students
   6-1
   3-5 – end with balance

   11:30 Review STEP curriculum and summer calendar
      * Let folks know about bilingual candidates lunch on Wednesday

   12:00 Lunch
1:15 AFTER LUNCH EVERYONE BACK TO 300.

1:15-1:30 General Housekeeping & Q/A [IL]

1. HW: See STEP G-site (email with details today)
   a. Reading for tomorrow
   b. GTKY task (post bios)
   c. Carpool doc

2. Forms:
   a. SCTA & Fee: Why this is important
   b. STEP Release Form: Why this is important

3. TCB: Livescan (see notes in folder) & Photos (complete by 4PM)

4. Start in separate rooms tomorrow (204&300) – ON TIME!

5. QUESTIONS???

1:30 – 2:15 The Quintessence of Teaching (Perceptions of Teaching) [CH/RL]

Objectives:

- To better know some colleagues and their perceptions of teaching
- To develop awareness of one’s own perception of teaching
- To recognize that there is a variety of perceptions of teaching
- To begin to understand that perceptions of teaching have a personal and a public dimension

Resources/materials: PPT with agenda, objectives, etc, Quintessence task card, drawing paper, pencils, erasers

- Introduction to the activity – explanation of the objectives and the arc of our developing discussion around the topic of “Teaching as a Profession”
- Two minute table talk (then share)– What is meant by the word “Quintessence”?
- Show picture frame (ppt): Imagine you are in a museum. You see a picture frame with this title– ‘Quintessence of...waitering, doctoring’
  - What do we see?
**Task card/Task**

- Share out: take aways from table discussions
- Debrief / consolidation – why this activity (refer back to goals)? What did we achieve and where next (back to the arc)?

2:15 – 2:25  **PIAR: Pre-Assessment** Activity - to what extent is teaching a profession? *[RL]*

* Need handouts

2:25– 2:30  **Debrief on cards**  
- What worked for you today? What didn’t? What do you need?
  * Name tags stay here
  * Start on time

2:30 on  **Taking Care of Business:** Pictures, Live Scan, etc.

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<th>Time</th>
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<tr>
<td>3:00</td>
<td><strong>Tidy rooms THEN Team Debrief THEN Prep for TUESDAY</strong>&lt;br&gt;<strong>Prep for PIAR Activity (including DATA prep)</strong>&lt;br&gt;<strong>Prep for GSE-IT session on Tuesday</strong>&lt;br&gt;* Reset 204 after photos&lt;br&gt;* Update names on group lists and other lists based on feedback from candidates.</td>
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Tuesday

NOTE on TUES. AM

Too much talking at candidates/responding to 1 question at a time about summer school/clinical work. Can we make this more activity focused/less lecture/seat oriented?
~ One idea: Maybe “flip” the into to summer/clinical work portion somewhat—can we share some info. and/or a video as HW for Tuesday, then take up further questions during the session?
~ Another idea: maybe consider organizing the session in SUP groups. Advantage would be a more cohesive, personal experience (downside might be different messaging around similar questions)

Or, maybe just break it up a bit so that there’s more activity somehow, and less direct talking...

Or maybe plan a treasure hunt activity with the summer handbook section as a resource: ask teams to find out some of the goals and logistics. Maybe provide a one page handout about time, professional dress, communicating with CT, importance of observations, etc.

PREP: Agenda on board (204 & 300); HW on board

*** Set up Computers in both 300 and 204, each with the following:
- Groups
- RAC’s PPT for Clinical Work
- PPT for One STEP activity
- 300: Tech PPT

Tuesday AM

9:00 Start in separate rooms (204&300)
Feedback from cards [RL/IL]

9:05 SEC: One STEP at a time [RL/Colin/Dey]
ELEM: Meet your STEP resources: introductions to field placements and summer school + intro. to FRI PD....what to expect/how to make use of it..

[RAC&LHB]

* Give 10 min. warnings to leaders so we stick to the timeline...

NEED ONE PIAR POSTER WITH THE CYCLE/WORDS, RATHER THAN HAVING MULTIPLE SMALL PAGES TO HANG UP

10:25  SPLIT/BREAK

10:40  **ELEM**: One STEP at a time  
       **SEC**: Meet your STEP resources: introductions to field placements and summer school + intro. to FRI PD....what to expect/how to make use of it...

       [IL/Colin/Dey]

       [RAC&Nancy&CAss]

* POST-PIAR: STEP as a “professional program” (v. academic/u’grad program)...  
  - educ. in service of others...  
  - different orientation  
  - different commitment  
  - different responsibilities...

**ELEM. REMINDER**: SBP lunch on WED @ 308

12:00 – 1:15  Lunch: On your own
Tuesday PM

NOTE on TUESPM
Session ran a bit long with the addition of the “intro to edtech” by Pamela/GSE-IT. Ended up with too much seat time today, not enough activity…

A few options:

1. Cut the final GSE-IT portion
2. Recommend a more interactive/engaging session from Pamela: share a few of the exciting possibilities edtech offers AND/OR organize a more interactive activity.
3. Put the P2P activity bw the two edtech sessions so they can get up and move

Also, do we need to do a walkthrough on how to use the g-site? I think maybe we can post directions + the intro to wiki pages. Folks who need help, can follow up. Most won’t. This part of the session was likely to be too little for a novice, too much for most. Maybe?

1:15 Ira: Warm up: PPL 2 PPL

Maybe move to later this afternoon OR add something else to break up the rest of the afternoon?

Buzz @ Tables: Why move?

* Think about our students (and ourselves) as whole people:
  - schools focus most of their attention on the intellectual/cognitive aspects of who we are
  - be we are more than cognitive beings..
  - we are aesthetic (connections to the creative)
  - we are kinesthetic (physical/movement)
  - we are social, emotional, spiritual, ethical beings as well

* Process:
  - signal
  - when I say “P2P”: a) find a partner, b) quick intro, c) front: singles bar
  - movement
  - P2P, Group 2 Group
1:30-2:30 Professionalism and Social Media [Nick & Laura]

Goals and Objectives:
1) Further consider what it means for teachers to act professionally
2) Explore how technology, and in particular social media, relate to issues of professionalism
3) Briefly review how to navigate and use google.aps for summer STEP

Pair-Share: In your opinion, how should teachers act, talk, and look professionally? (15 minutes)
   Students discuss question in pairs
   Share out
   Transition, what does this mean in light of new social media and on-line identities?

Professionalism Gone Wrong: Cases of misusing, or being misused by, social media: 4 slides: google search; stripper photographs, beer drinking teacher, disparaging thoughts about students (20 minutes).

Small group discussion: What are your thoughts or questions on these issues?
Share out

Final Slides: Legal Responsibilities and Some Unofficial Guidelines and Advice (10 minutes)

Computing in STEP – Resources (10 minutes)

Need to review and discuss what items to share. Update PPT as needed.

2:30 Intro to GSE-IT and EdTech [Pamela Levine]
- resources and personnel
- possibilities for EdTech in K-12 schools and classrooms
3:00  General Housekeeping and Debrief  [Ira & Rachel]
• reminder: turn in SCTA fee and form to EC; Release form to Clinical Work box
• Readings: ELEM: Good and Brophy
• Reminder: check to see if you’re getting sec13 and elem13 emails; invite from these lists to social lists to be sure you have everyone; (better to have opt-out, then opt-in for social list); see mailboxes
• Good shoes for Campus tour (Wed) and Fun Run/Walk (Thurs)
* Meet in separate rooms on WED AM: 204 & 300
• DEBRIEF: What worked for you today? What didn’t? What do you need?
• TECH SURVEY: Complete NOW!

3:15  Camera Check out
(this went very smoothly when we did it by subject area)

4:00  Clean up
** Team Debrief and Prep for WEDNESDAY
Wednesday AM

PREP: Groups/agenda on board (204 & 300)
  * carpool reminder on board: Google doc...
  * Dot stickers
  * Stickies on wall with #s for Norms posters (use 2nd and 3rd floor landings)

ELEMENARY (204) & SECONDARY (300)
9:00 Begin in Separate Rooms (300 & 204)
  Review Debrief cards & Notes/Announcements
  Return to Calendar – respond to questions

9:10 Conducting Classroom Observations

12:00 Lunch + bilingual candidate lunch (302)

Videos: Maybe need more diversity for Secondary.
Wednesday PM

1:15  **Notes & Reminders**  [IL]
* HW reminder: Learning Survey + review handbook: on summer school...
* Carpool doc, contact doc
* Trouble on STEP site: let Elizabeth know
* STEP FUN RUN/WALK – TH @ 4:45
* Nametags: all week + summer school

1:20  **Ways we work in the STEP community**  [RL]
intro & overview
1. What are norms? (share ideas aloud)
   a. In new situations, always trying to figure out what’s expected, what are ways of being, behaving, etc.
2. Bandura – Learning social behaviors (slide)
3. Opportunity to demo process of naming, learning norm through next activity...

1:25  **Advanced Broken Circles**  [RL]
* Need to prep envelopes!
1. Share ‘rules’
2. Talk about communicating without talking
3. Activity
4. Debrief – with connections to learning new norm

1:50  **STRETCH BREAK**
Pencil weight lifting: grips, curls, push ups, squats...
Resources: books (eg Brain Gym), other teachers, make them up—with goals in mind!

2:00  **Setting norms** (task card-UPDATE—last part)  [RL]
2:45  **Gallery walk** 2nd and 3rd floor corridors
- **3 little dots** for each person to indicate ideas that they like
- post-it notes for important comments
- dismiss by table groups: start with your table# + 1, rotate + 1...
- need to use 3 hallways to spread out the gallery walk better

3:00  **Quick reflective comments and debrief**
1. Reminder: why did we do this?
   ~ Modeling for your classroom; building community in ours
   ~ Share rationale: what this affords and doesn’t
   - authentic way to start thinking about our collective values, how we want
to develop a collective community
   - offers opportunities in this regards...
   - also limitations: time, don’t know each other that well yet, ‘norms’ can
get calcified, have limitations, etc,…
2. Then share what we’ll do next with Norms…

3. Ask for volunteers for the art work
4. MM: bring posters to 302

3:15  **Feedback Cards**
* HW reminder: Learning Survey + review handbook: summer school...

3:30  **Campus Tour [Polly, Dey & Melissa]**

4:30  **STEP Social @ Wilbur Field**
Popsicles[EC] and Frisbees[IL]

**Can we reserve the field???
Let’s get some better treats???

3:30  **Tidy Up**

** Team Debrief and Prep for THURSDAY; remember to organize tables of
Different group sizes

Norms Prep: Colin & Laura: synthesize main idea into one list for NORMS2 activity on Thursday
+ take photos of posters and post to g-site
Finalize Summer Placements

Set up 300 for full group if we’re using that space.
Thursday AM

* RAC + SUMMER SCHOOL TEAMS + add’l support as needed/requested will organize/ prep for Thursday session

Nancy’s notes to self:

- Task card needed for CT-STEP Team work time
- Include an organized school tour at site on Friday
- Have copies of school handbook for Steppies at Friday meeting
- Think of way to give extra coaching to new CT about their role at Thursday orientation (email the day or two before, to recap what we said at May meetings)
- Thursday preparations by us: name tags
- Verify that district will handle video permission forms during registration process
- Verify that district will have rooms cleaned before Friday. (they planned for having campus ready for Monday)

PREP: Groups on board / Agenda on board (300/204)

8:30 Breakfast (downstairs)

**Diversity in the free breakfast???**

9:00 * Meet in CERAS 101

Orientation to the day

[ RAC ]

Welcome from Sunnyvale administrators

[ RAC intro ]

Maybe fewer STEP intros in the large room. Get to the Sunnyvale intro. sooner.

9:30 Making Connections: Secondary (300)

[ NL+team ]

Making Connections: Elementary (204)

[ RAC+team ]

12:00 – 12:30 Lunch * END lunch at 12:30 so candidates get a real break before the afternoon session - ?? Do we want to say 12:45 instead? Is 30 min. enough?
Thursday PM

1:15  Orientation to the afternoon  [RL]
      Feedback from cards  [IL, RL]
      Let’s make this quick: Just essential news (if any)
      PREP: Groups for Friday; ID folks to bring computers - Post in 300 + email

1:20  Norms, part 2  [CH, LHB]
      + Ask for volunteers for the art work (with a specific deadline/timeline)

      CH and LHB build on NORMS at this point

1:55  BREAK: Brain Gym exercises  [IL]
      - shoulder roll
      - owl shake
      - lazy 8

2:00  Ways we Work
      A. Build it - Skill builders  [RL]

2:45  REAL BREAK

Ways we learn

3:00  A. Complexity of Learning: Fish is Fish  [IL]
      - stretch first if needed or actual BREAK

3:30  B. Learning survey activity  [RL]
      * Use the LP to guide this intro & debrief

3:50  Debrief on cards  [IL]
      - What worked for you today? What didn’t? What do you need?

Reminders:
Timing of Friday: Importance of getting back to CERAS on time
** CUB LIB open house next week

** FUN RUN/WALK @ 4:30 (g-map?)

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<td>4:00</td>
<td>Clean up &amp; team debrief</td>
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Friday

7:45  SEC: Columbia & ELEM: Bishop—this went well at Columbia this year with Channa Cook leading an efficient and productive meeting; steppies had planning time with CTs. However, not all steppies got flash drives or google drive access from their CTs.

PREP for the afternoon:

• Table groups set
• cameras, etc.
• computers for sharing and final linking
• IT support ready

1:00  Creating and Sharing Video

* Clear framing of lesson: goals, outcomes, process

Goals:

Skill Objective
To practice and develop candidates skills in the important tasks of capturing, importing, editing and exporting video.

Process Objectives
To work collaboratively and support each other in creating a final product.
To know more about the individuals in this STEP class.

Product
A video introduction of the members of your group to the class of 2013

Materials (per group): Video camera, Tripod, Computer
+ a few memory sticks available in case students can’t upload.
Timing (More on TASK CARD)

1:00-1:15  Introduce activity- emphasize process objectives (Tips and hints: Allow the camera to continue to roll after each person has finished speaking. It makes the editing easier without cutting off people’s words)

1:15-2:00  Groups record videos
2:00-2:15  Import video into editing program
2:15-2:45  Edit video into one cohesive clip
2:45-3:00  Upload to YouTube.
3:00- 3:30  Return to CERAS 300 for video to be uploaded to Google site
3:30–4:45  View videos (popcorn)
4:45-5:00  Debrief and final words

Planning:

By Monday am - Create “Creating and Sharing Video” page on the STEP Google site.

By Tuesday pm - A tech survey asking about confidence in creating video and YouTube accounts. (Colin or Polly to explain to the class the reason for the survey)

By Friday pm - Groups/tables set up in advance in 15 teams (13 of 6 and 2 of 5 = 88 people). Groups are formed based on responses to the Tuesday survey - Someone in each group needs to have a YouTube account already established in order to most quickly upload video.

3:30-4:30  The Show (101). Watch videos and eat popcorn. THANKS!!!

**point candidates to resources (posted on STEP gsite) and tell them to practice if needed before the first video lesson happens in summer...**

SOON  Orientation Debrief

   Should add notes to our planning doc for use next year some time very soon after the orientation!
Q1 Welcome to the Class of 2014! In STEP we strive to be responsive to candidates' needs and interests. One of the first things that we focus on in the Office of Clinical Work is finding you an appropriate placement for student teaching. To do so, we would like to know more about your interests, needs, and preferences. This is our first step in getting this information. We will continue getting to know you during summer quarter. Please answer the questions as completely as possible by Wednesday, May 29th.

Q2 Please enter your name

Q3 You will have one placement in the lower grades (K-2) and one in the upper grades (3-5). Do you have a strong preference for a particular grade level?

☐ Yes (1)
☐ No (2)

Answer: If you will have one placement in the lower grades (K-2) and... Yes is selected

Q4 State your grade level preference (K-2 or 3-5) and explain why.

Q5 You have less teaching responsibilities in fall quarter; which level would you prefer to teach in fall quarter?

☐ Primary (K-2) (1)
☐ Upper (3-5) (2)
☐ Open to either (3)

Q6 When you think about a Cooperating Teacher with whom you could work well, what comes to mind?

Q7 What are the characteristics of a school where you would like to work when you finish STEP?

Q8 Describe your ways of working (e.g., prefer to plan ahead; work well under pressure; are meticulously organized).

Q9 Do you plan to live on campus?

☐ Yes (1)
☐ No (2)

Answer: If you plan to live on campus? No is selected

Q10 Where will you live?
Q11 We strongly encourage you to have your own car due to limited public transportation and carpool availability. Do you plan to have a car available for your use during STEP?
- Yes (1)
- No (2)
- Not sure (3)

Q12 Are you willing to carpool?
- Yes (1)
- No (2)

Answer If Are you willing to carpool? Yes Is Selected
Q13 As a driver, rider, or both?

Q14 Please write anything else you'd like us to take into consideration.
STEP Entry Survey (2013-2014)

Q1 Welcome to STEP! Thank you for participating in this survey. We will use the information you provide for programmatic evaluation and planning. Additionally, your responses will help us document STEP’s processes and outcomes. Thus we will continue to contribute to the national dialogue about who becomes a teacher and what programs can do to prepare teachers well. Your responses will be kept strictly confidential. Responses will only be reported in summary form - no individuals will ever be identified in written work related to this survey.

Q2 What is your Stanford student ID number?
Q3 For how long have you done each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Not at all (1)</th>
<th>Less than 1 year (2)</th>
<th>1-2 years (3)</th>
<th>3-5 years (4)</th>
<th>6 or more years (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Taught your own class in a PUBLIC elementary or secondary school full-time (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>b. Taught your own class in a PRIVATE elementary or secondary school full-time (2)</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>c. Taught your own class in a preschool or child care facility full-time (3)</td>
<td>○</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>d. Substitute taught or taught part-time (4)</td>
<td>○</td>
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<tr>
<td>e. Worked in another professional position in the field of education full-time (5)</td>
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<td>f. Worked in a professional position outside the field of education full-time (6)</td>
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<td>g. Worked with low-income youth (7)</td>
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<tr>
<td>h. Worked with English learners as a tutor or an instructor of</td>
<td>○</td>
<td>○</td>
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<tr>
<td>English Learners in a paid or volunteer setting (8)</td>
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<tr>
<td>i. Worked as a babysitter (9)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>j. Worked as a camp counselor (10)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>k. Coached a sport (11)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>l. Worked at a community organization with youth (12)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>m. Been a parent/guardian (13)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>n. Taught at a religious school (e.g. Sunday School) (14)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>o. Tutored youth (15)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>p. Worked in a youth mentoring program (16)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>q. Lived in a place where the primary language was not my own (17)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Q4 Growing up, did you use a language other than English in your home or community?
- Yes (1)
- No (2)

Q5 Please specify which language other than English you used:

Q6 Did you immigrate to this country?
- Yes (1)
- No (2)

Q7 How old were you when you immigrated and what is your country of origin?

Q8 Did one or both of your parents immigrate to the U.S.?
- Yes (1)
- No (2)

Q9 Please specify country (or countries) of origin:

Q10 Indicate the highest level of education attained by your mother.
- Did not attend school (1)
- Some elementary school (2)
- Completed elementary school (3)
- Some middle school (4)
- Completed middle school (5)
- Some high school (6)
- Completed high school (7)
- Some vocational/professional training (8)
- Completed vocational/professional training (9)
- Some college (10)
- Completed college (11)
- Some graduate school (12)
- Completed graduate school (13)
Q11 Indicate the highest level of education attained by your father.

- Did not attend school (1)
- Some elementary school (2)
- Completed elementary school (3)
- Some middle school (4)
- Completed middle school (5)
- Some high school (6)
- Completed high school (7)
- Some vocational/professional training (8)
- Completed vocational/professional training (9)
- Some college (10)
- Completed college (11)
- Some graduate school (12)
- Completed graduate school (13)
Q12 For the next six questions, please think about the HIGH SCHOOL FROM WHICH YOU GRADUATED.
   Name of High School: (1)
   City, State: (2)

Q13 Which of the following best describes the type of high school from which you graduated?
   ☐ Public (charter/magnet) (1)
   ☐ Public (comprehensive) (2)
   ☐ Home-schooled (3)
   ☐ International school (4)
   ☐ Private or Independent school (5)

Q14 Which of the following best describes the number of students in your senior class at the high school from which you graduated?
   ☐ Up to 50 (1)
   ☐ Up to 200 (2)
   ☐ Up to 500 (3)
   ☐ Up to 1000 (4)
   ☐ Over 1000 (5)

Q15 Which of the following best describes the socio-economic status (SES) of most of the students at the high school from which you graduated?
   ☐ Low SES (1)
   ☐ Middle SES (2)
   ☐ High SES (3)
   ☐ Economically Diverse (4)

Q16 Which of the following best describes the percent of students of color at the high school from which you graduated?
   ☐ Up to 10% (1)
   ☐ Up to 25% (2)
   ☐ Up to 50% (3)
   ☐ Up to 75% (4)
   ☐ More than 75% (5)

Q17 Which of the following best describes the percent of students who were English Learners at the high school from which you graduated?
   ☐ Up to 10% (1)
   ☐ Up to 25% (2)
   ☐ Up to 50% (3)
   ☐ Up to 75% (4)
   ☐ More than 75% (5)
Q18 Please indicate the level of importance each of the following played in your decision to pursue a teaching career. I want to teach because:

<table>
<thead>
<tr>
<th></th>
<th>1 - Not at all important (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very important (5)</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
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<td>b.</td>
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<td>f.</td>
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<td>g.</td>
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<td>h.</td>
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<td>j.</td>
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<td>k.</td>
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<tr>
<td>dispositions to be a good teacher. (11)</td>
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<tr>
<td>I. I have always wanted to be a teacher. (12)</td>
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<td>Another reason (please specify): (13)</td>
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</tbody>
</table>
Q19 Please indicate the level of importance each of the following played in your decision to enroll in STEP.

<table>
<thead>
<tr>
<th></th>
<th>1 - Not at all important (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very important (5)</th>
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</thead>
<tbody>
<tr>
<td>a. I wanted to be in California. (1)</td>
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<td>b. It's a one-year, MA and credential program. (2)</td>
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<td>c. I like the program's emphasis on equitable schools and classrooms. (3)</td>
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<td>d. The program has a strong reputation for quality. (4)</td>
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<tr>
<td>e. It's a small, cohort-based program. (5)</td>
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<td>f. I want to earn a degree and credential from Stanford University. (6)</td>
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<td>g. The program offered me financial assistance. (7)</td>
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<td>h. The availability of the Avery-Stanford forgivable loan. (8)</td>
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<tr>
<td>i. I know someone who attended</td>
<td>○</td>
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</tbody>
</table>
Q20 How did you find out about STEP? (Mark all that apply.)

- STEP website (1)
- Friend (2)
- STEP staff/faculty (3)
- Outreach event (4)
- Academic advisor (5)
- News or other media (6)
- Other (please specify) (7) ____________________

Q21 In comparison to your experience applying to other programs, how would you describe the STEP admission process?

- 1 - Much worse than average (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 - Much better than average (5)

Q22 Are you in the elementary or secondary program?

- Elementary (1)
- Secondary (2)
Q23  For each of the following items, please indicate your confidence in your subject matter knowledge for teaching.

<table>
<thead>
<tr>
<th>Subject</th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Literacy/Language Arts (1)</td>
<td>○</td>
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<tr>
<td>b. Mathematics (2)</td>
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<td>c. Health (3)</td>
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<td>d. History-Social Science (4)</td>
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<td>e. Physical Education (5)</td>
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<td>f. Science (6)</td>
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<td>g. Visual and Performing Arts (7)</td>
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</tbody>
</table>
Q24 Indicate your confidence in the following aspects of your teaching. As you begin your STEP year, how confident are you that you can...

<table>
<thead>
<tr>
<th></th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. plan effective lessons that support student learning (1)</td>
<td>○</td>
<td>○</td>
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<tr>
<td>b. motivate students to participate in academic tasks (2)</td>
<td>○</td>
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<td>c. create learning experiences that are meaningful to students (3)</td>
<td>○</td>
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<td>d. effectively address classroom management issues (4)</td>
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<td>e. facilitate learning for ALL your students (5)</td>
<td>○</td>
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<td>f. develop a strong rapport with your students (6)</td>
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<td>g. teach students with different cultural backgrounds from your own (7)</td>
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<td>h. meet the needs of special education</td>
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<td>students (8)</td>
<td>i. follow the necessary procedures if you believe a student has a disability (9)</td>
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<td>j. effectively support students who are English language learners (10)</td>
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<td>k. address the learning needs of students who struggle with behavioral issues in school (11)</td>
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<td>l. effectively work with mandated public school curricula (12)</td>
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<td>m. identify and secure additional resources for your students from the school, district or community (13)</td>
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</table>

**Answer**

If Are you in the elementary or secondary program? Secondary Is Selected

Q25 Please select your subject area.

- English/Language Arts (1)
- History/Social Science (2)
- Mathematics (3)
- Science (4)
- World Languages (5)
### Answer If Please select your subject area. English/Language Arts Is Selected
#### Q26 Please indicate your level of confidence in your subject matter knowledge for teaching.

<table>
<thead>
<tr>
<th>Level of Confidence</th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>

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### Answer If Please select your subject area. History/Social Science Is Selected
#### Q27 Please indicate your level of confidence in your subject matter knowledge for teaching.

<table>
<thead>
<tr>
<th>Level of Confidence</th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>

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### Answer If Please select your subject area. Mathematics Is Selected
#### Q28 Please indicate your level of confidence in your subject matter knowledge for teaching.

<table>
<thead>
<tr>
<th>Level of Confidence</th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (1)</td>
<td>○</td>
<td>○</td>
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<td>○</td>
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</tbody>
</table>

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### Answer If Please select your subject area. Science Is Selected
#### Q29 Please indicate your level of confidence in your subject matter knowledge for teaching.

<table>
<thead>
<tr>
<th>Level of Confidence</th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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### Answer If Please select your subject area. World Languages Is Selected
#### Q30 Please indicate your level of confidence in your subject matter knowledge for teaching.

<table>
<thead>
<tr>
<th>Level of Confidence</th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Answer: If you are in the elementary or secondary program? Secondary is selected.

Q31: As you begin your STEP year, how confident are you that as you begin your teaching career you can...

<table>
<thead>
<tr>
<th></th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. plan effective lessons that support student learning (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. motivate students to participate in academic tasks (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. create learning experiences that are meaningful to students (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. effectively address classroom management issues (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. facilitate learning for ALL your students (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. develop a strong rapport with your students (6)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g. teach students with different cultural backgrounds from your own (7)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>h. meet the needs of special education</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>students (8)</td>
<td>i. follow the necessary procedures if you believe a student has a disability (9)</td>
<td>j. effectively support students who are English language learners (10)</td>
<td>k. address the learning needs of students who struggle with behavioral issues in school (11)</td>
<td>l. effectively work with mandated public school curricula (12)</td>
<td>m. identify and secure additional resources for your students from the school, district or community (13)</td>
</tr>
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</tr>
</tbody>
</table>
Q32 To what extent do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. If I really try hard, I can get even the most difficult or unmotivated student to learn. (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
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</tr>
<tr>
<td>b. Students fail because they do not apply themselves. (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>○</td>
</tr>
<tr>
<td>c. Students' peers have more influence on their motivation and performance than their teachers. (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
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<tr>
<td>d. Most of a student's performance depends on the home environment. (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>e. Students fail because school does not provide appropriate support. (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>f. Students fail because teachers lack knowledge needed to serve all children well.</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td><strong>g.</strong> Teachers have a role in making important changes in society.</td>
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</tr>
<tr>
<td><strong>h.</strong> Children should be taught the way I was taught as a child.</td>
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<tr>
<td><strong>i.</strong> The most important thing a teacher can do to help low-achieving students is provide more time for learning basic skills.</td>
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<tr>
<td><strong>j.</strong> To be an effective teacher, one needs to be aware of cultural differences present in the classroom.</td>
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<tr>
<td><strong>k.</strong> Racial discrimination is no longer a major problem in the U.S.</td>
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</tbody>
</table>
Q33 What do you expect to be doing in 5 years? (Choose one response that best describes your anticipated primary role.)
- Full-time Classroom Teacher (1)
- Part-time Classroom Teacher (2)
- Substitute Teacher (3)
- School Administrator (4)
- Working in K-12 school/district in another role (e.g., Bilingual Coordinator, Curriculum Specialist, BTSA Coordinator) (5)
- Working in education outside of K-12 school/district (e.g., Education Policy, Educational Consultant/Entrepreneur, Peace Corps Teacher) (6)
- Attending a graduate program (7)
- Leave education temporarily (8)
- Leave education permanently (9)

Q34 As of right now, how long do you plan to be a classroom teacher?
- As long as I am able (1)
- I will continue teaching until something better comes along. (2)
- I plan to stay in teaching until I have enough experience to pursue another career interest of mine. (3)
- I plan to stay in teaching until circumstances (e.g., personal, financial) dictate otherwise (4)
- Undecided at this time (5)
Q35 At what type of school would you prefer to teach upon graduation from STEP?

<table>
<thead>
<tr>
<th></th>
<th>Strongly prefer NOT (1)</th>
<th>Prefer NOT (2)</th>
<th>Indifferent (3)</th>
<th>Prefer (4)</th>
<th>Strongly prefer (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Elementary school (1)</td>
<td></td>
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<tr>
<td>b. Middle school (2)</td>
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<tr>
<td>c. High school (3)</td>
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<tr>
<td>d. Public school (4)</td>
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<tr>
<td>e. Private school (5)</td>
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<tr>
<td>f. Charter school (6)</td>
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<tr>
<td>g. Magnet or Theme-based school (7)</td>
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<tr>
<td>h. Close proximity to where I live (8)</td>
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<tr>
<td>i. Small school size (9)</td>
<td></td>
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<tr>
<td>j. Diverse student population with a variety of ethnicities (10)</td>
<td></td>
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<tr>
<td>k. Diverse student population with a variety of income levels (11)</td>
<td></td>
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<tr>
<td>l. Many English language learners (12)</td>
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<tr>
<td>m. Most students from low-SES families (13)</td>
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</tr>
<tr>
<td></td>
<td>n. Collegial school culture (14)</td>
<td>o. A sense of safety on campus (15)</td>
<td>p. Availability of resources (16)</td>
<td>q. Good condition of school facilities (17)</td>
<td>r. A high-performing school (18)</td>
</tr>
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<td></td>
<td>○</td>
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<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q36 What are you looking forward to in your year in STEP?

Q37 What concerns do you have about this year in STEP?

Q38 Are you a recipient of the Avery Loan Forgiveness Program?
   ◼ Yes (1)
   ◼ No (2)
   If No Is Selected, Then Skip To End of Survey

Q39 Judy Avery is the woman who made the generous gift that endows this unique loan forgiveness program. As her mother was a teacher, Ms. Avery is passionate about relieving debt for teacher candidates. We will use your responses to demonstrate the importance and the impact of her generosity.

Q40 How and when did you find out about the Avery Loan Forgiveness Program?

Q41 How, if at all, did the Avery Loan Forgiveness Program affect your decision to enter a teacher preparation program rather than pursue a different career?

Q42 How, if at all, did the Avery Loan Forgiveness Program affect your decision to enroll at STEP rather than a different teacher preparation program? If you'd like, please share which other programs you considered in comparison to STEP.

Q43 If you have any other comments that you'd like us to convey to the donor or other comments you wish to share, please do so here.
STEP Exit Survey 2013

Q1 Thank you for participating in this survey. We will use the feedback you provide for programmatic evaluation and planning. Additionally, your responses will help us document STEP's processes and outcomes, so that we may continue to contribute to the national dialogue about who becomes a teacher and what programs can do to prepare teachers well. Your responses will be kept strictly confidential. Responses will only be reported in summary form - no individuals will ever be identified in written work related to this survey.

Q2 What is your Stanford student ID number?

Q3 How helpful were the following aspects of STEP in preparing you as a teacher?

<table>
<thead>
<tr>
<th></th>
<th>1 - Not at all helpful (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very helpful (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. University coursework overall (1)</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>b. Clinical placement (2)</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>c. Supervisory support (3)</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
</tbody>
</table>
Q4 To what extent do you agree that the following features characterize STEP?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Clear programmatic mission (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Small, cohort-based program (2)</td>
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<tr>
<td>c. Coherent curriculum (3)</td>
<td></td>
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<tr>
<td>d. Individualized attention and support (4)</td>
<td></td>
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<tr>
<td>e. Supportive colleagues (5)</td>
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<tr>
<td>f. Productive relationships with schools (6)</td>
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<tr>
<td>g. Builds connections between theory and practice (7)</td>
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<tr>
<td>h. Commitment to equity in education (8)</td>
<td></td>
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</tr>
</tbody>
</table>
Q5 How valuable were the following features of STEP in preparing you as a teacher?

<table>
<thead>
<tr>
<th>Feature</th>
<th>1 - Not at all valuable (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very valuable (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Clear programmatic mission (1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Small, cohort-based program (2)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Coherent curriculum (3)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Individualized attention and support (4)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Supportive colleagues (5)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Productive relationships with schools (6)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Builds connections between theory and practice (7)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Commitment to equity in education (8)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>
Q6 To what extent do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A lot of my ideas about teaching and learning come from what I learned in STEP. (1)</td>
<td></td>
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</tr>
<tr>
<td>b. A lot of my ideas about teaching and learning come from my own experiences as a K-12 student. (2)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>c. Development in my knowledge and skills will result in growth in my students' academic performance. (3)</td>
<td></td>
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</tbody>
</table>

1719
Q7 Consider your preparation in making subject matter comprehensible to students.

Q8 How well do you think STEP has prepared you to:

<table>
<thead>
<tr>
<th></th>
<th>Not at all (1)</th>
<th>Poorly (2)</th>
<th>Adequately (3)</th>
<th>Well (4)</th>
<th>Very well (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teach the concepts,</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>knowledge, and skills</td>
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<tr>
<td>of your discipline(s)</td>
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<tr>
<td>in ways that enable</td>
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<td></td>
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<tr>
<td>students to learn</td>
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</tr>
<tr>
<td>b. Demonstrate</td>
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<tr>
<td>knowledge of the subject matter you teach</td>
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<tr>
<td>c. Develop curriculum</td>
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<tr>
<td>that builds on students' experiences, interests, and abilities</td>
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</tbody>
</table>

Q9 Consider your preparation in assessing student learning.
Q10 How well do you think STEP has prepared you to:

<table>
<thead>
<tr>
<th></th>
<th>Not at all (1)</th>
<th>Poorly (2)</th>
<th>Adequately (3)</th>
<th>Well (4)</th>
<th>Very well (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Set challenging and appropriate expectations of learning and performance for students (1)</td>
<td></td>
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</tr>
<tr>
<td>b. Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths and needs (2)</td>
<td></td>
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<tr>
<td>c. Give productive feedback to students to guide their learning (3)</td>
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</tr>
<tr>
<td>d. Help students learn how to assess their own learning (4)</td>
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</tr>
</tbody>
</table>

Q11 Consider your preparation in engaging and supporting students in learning.
Q12 How well do you think STEP has prepared you to:

<table>
<thead>
<tr>
<th></th>
<th>Not at all (1)</th>
<th>Poorly (2)</th>
<th>Adequately (3)</th>
<th>Well (4)</th>
<th>Very well (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Help all students achieve to high academic standards (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Relate classroom learning to the real world (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Identify and address special learning needs and/or difficulties (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Teach in ways that support English language learners (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Help students become self-motivated and self-directed (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. Teach students from diverse ethnic, racial, linguistic, and cultural backgrounds (6)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g. Understand how students' social, emotional, physical, and cognitive development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q13 Consider your preparation in planning instruction and designing learning experiences for students.
Q14 How well do you think STEP has prepared you to:

<table>
<thead>
<tr>
<th></th>
<th>Not at all (1)</th>
<th>Poorly (2)</th>
<th>Adequately (3)</th>
<th>Well (4)</th>
<th>Very well (5)</th>
</tr>
</thead>
</table>
a. Use technology in the classroom (1) |   |   |   |   |   |
b. Help students learn to think critically and solve problems (2) |   |   |   |   |   |
c. Evaluate curriculum materials for their usefulness and appropriateness for your students (3) |   |   |   |   |   |
d. Create interdisciplinary curriculum (4) |   |   |   |   |   |
e. Understand how factors in the students' environment outside of school may influence their life and learning (5) |   |   |   |   |   |
f. Use knowledge of learning, subject matter, curriculum, and student development to plan instruction (6) |   |   |   |   |   |

Q15 Consider your preparation in creating and maintaining effective environments for student learning.
Q16 How well do you think STEP has prepared you to:

<table>
<thead>
<tr>
<th></th>
<th>Not at all (1)</th>
<th>Poorly (2)</th>
<th>Adequately (3)</th>
<th>Well (4)</th>
<th>Very well (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop a classroom environment that promotes social development and responsibility (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Develop students’ questioning and discussion skills (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Maintain discipline and an orderly, purposeful learning environment (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Engage students in cooperative group work as well as independent learning (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q17 Consider your preparation as a professional educator.
Q18 How well do you think STEP has prepared you to:

<table>
<thead>
<tr>
<th></th>
<th>Not at all (1)</th>
<th>Poorly (2)</th>
<th>Adequately (3)</th>
<th>Well (4)</th>
<th>Very well (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Provide a rationale for your teaching decisions to students, parents and colleagues</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Work with parents and families to better understand students and to support their learning</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Conduct inquiry or review research to inform your decisions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Collaborate with colleagues</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Assume leadership responsibilities in your school</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. Evaluate the effects of your actions and modify plans accordingly</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q19 Are you in the elementary or secondary program?
○ Elementary (1)
○ Secondary (2)

Answer If Are you in the elementary or secondary program? Elementary Is Selected
Q58 Coursework (Elementary)
<table>
<thead>
<tr>
<th>Course</th>
<th>1 - Not at all helpful</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>N/A (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ED 283: Child Development In &amp; Beyond Schools (1)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b. ED 299: Educating for Equity &amp; Democracy (2)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. ED 228: Becoming Literate in School I and II (summer/fall) (3)</td>
<td></td>
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</tr>
<tr>
<td>d. ED 228: Becoming Literate in School III (spring) (4)</td>
<td></td>
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</tr>
<tr>
<td>e. ED 244: Elementary Classroom Leadership and Management (5)</td>
<td></td>
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<tr>
<td>f. ED 219: The Creative Arts in Elementary Classrooms (6)</td>
<td></td>
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<tr>
<td>g. ED 263: Quantitative Reasoning &amp; Mathematics (7)</td>
<td></td>
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<tr>
<td>h. ED 267: Development</td>
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<td></td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Notes</td>
<td></td>
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<td>---------------------------------------------</td>
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</tr>
<tr>
<td>of Scientific Reasoning &amp; Knowledge</td>
<td>(8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. ED 269: Ethics in Teaching</td>
<td>(9)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>j. ED 388F: Introduction to Academic Language</td>
<td>(10)</td>
<td></td>
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</tr>
<tr>
<td>k. ED 388: Language Policies &amp; Practices</td>
<td>(11)</td>
<td></td>
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</tr>
<tr>
<td>l. ED 228: Literacy, History &amp; the Social Sciences</td>
<td>(12)</td>
<td></td>
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</tr>
<tr>
<td>m. ED 285: Supporting Students with Special Needs</td>
<td>(13)</td>
<td></td>
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<tr>
<td>n. ED 264: Methods &amp; Materials in Bilingual Classrooms</td>
<td>(14)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>o. ED 246: Elementary Teaching Seminar</td>
<td>(15)</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>p. ED 267: Integrating the Garden into the Elementary Curriculum</td>
<td>(16)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**Q21** For each of the following items, please indicate your confidence in your subject matter knowledge for teaching.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very Confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Literacy/Language Arts (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Mathematics (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Health (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. History-Social Science (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Physical Education (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. Science (6)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g. Visual and Performing Arts (7)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Q22** Please select your subject area.
- English/Language Arts (1)
- History/Social Science (2)
- Mathematics (3)
- Science (4)

**Q23** Please indicate your level of confidence in your subject matter knowledge for teaching.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Q24** Please indicate your level of confidence in your subject matter knowledge for teaching.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History - Social Science (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
**Answer If Please select your subject area. Mathematics Is Selected**

**Q25 Please indicate your level of confidence in your subject matter knowledge for teaching.**

<table>
<thead>
<tr>
<th></th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Answer If Please select your subject area. Science Is Selected**

**Q26 Please indicate your level of confidence in your subject matter knowledge for teaching.**

<table>
<thead>
<tr>
<th></th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
**Answer** If Are you in the elementary or secondary program? Secondary Is Selected

Q27 How helpful were the following STEP secondary courses in preparing you as a teacher?

<table>
<thead>
<tr>
<th>Course Description</th>
<th>1 - Not at all helpful (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very helpful (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Curriculum and Instruction (1)</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>b. ED 289: The Centrality of Literacies in Teaching and Learning (2)</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>c. ED 299: Educating for Equity &amp; Democracy (3)</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>d. ED 240: Adolescent Development &amp; Learning (4)</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>e. ED 244: Classroom Management and Leadership (5)</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>f. ED 284: Teaching and Learning in Heterogeneous Classrooms (6)</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>g. ED 388A: Language Policies &amp; Practices (7)</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>h. ED 285: Supporting Students with Special Needs (8)</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>i. ED 246: Secondary Teaching Seminar (Practicum) (9)</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
</tbody>
</table>
Answer: If Are you in the elementary or secondary program? Secondary Is Selected

Q28 How well do you think STEP has prepared you to engage in the following activities as a teacher?

<table>
<thead>
<tr>
<th></th>
<th>Not at all (1)</th>
<th>Poorly (2)</th>
<th>Adequately (3)</th>
<th>Well (4)</th>
<th>Very well (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop students' writing skills as part of my content area instruction (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Develop students' reading skills as part of my content area instruction (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Develop students' academic language proficiency as part of my content area instruction (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q29 In retrospect, how important was Summer School to your experience in STEP?

<table>
<thead>
<tr>
<th></th>
<th>1 - Not at all important (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very important (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer School (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q30 Please indicate your level of agreement with the following statements about your supervisor. My supervisor...

<table>
<thead>
<tr>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Was a strong source of professional support and advice. (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Provided focused observation and feedback. (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Helped in curriculum development. (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Provided concrete ideas for strengthening instruction. (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Effectively facilitated weekly supervisory meetings. (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. Effectively facilitated communication between my cooperating teacher and me. (6)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g. Was available when I needed him or her. (7)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q31 Please consider the following questions regarding your CURRENT (or most recent) cooperating teacher and school site. Your responses will be kept strictly confidential. Responses will only be reported in summary form - no individuals will ever be identified in written work related to this survey.
Q32 Please provide the following:
   Name of cooperating teacher: (1)
   School: (2)
Q33  Indicate your level of agreement with the following statements about your current cooperating teacher. My cooperating teacher...

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
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<tr>
<td>c.</td>
<td></td>
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<tr>
<td>d.</td>
<td></td>
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<tr>
<td>e.</td>
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<tr>
<td>f.</td>
<td></td>
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<tr>
<td>g.</td>
<td></td>
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<tr>
<td>h.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td></td>
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</tr>
</tbody>
</table>

- a. Was a strong source of professional support and advice. (1)
- b. Modeled effective instructional practices. (2)
- c. Set aside time for me. (3)
- d. Included me in course and lesson planning. (4)
- e. Provided focused observation and feedback. (5)
- f. Communicated in a timely manner. (6)
- g. Communicated effectively. (7)
- h. Engaged in practices aligned with those promoted in STEP. (8)
- i. Allowed me to try different approaches and materials. (9)
Q34  Would you recommend placing another STEP teacher candidate with this cooperating teacher?

- Yes (1)
- No (2)
- Maybe (3)

Q35 Please explain your reasoning for the selection above:

Q36 Please indicate your level of agreement with the following statements about your current school site. At this school site...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I felt a part of the school community beyond my classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>b. I was able to participate in some of the routine activities of my department or grade level (e.g., departmental planning meetings, grade level team meetings).</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>c. I was able to participate in school-wide activities (e.g., faculty meetings, back-to-school night, assemblies).</td>
<td></td>
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<td>(3)</td>
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</table>

1736
Q37 Would you recommend placing another STEP teacher candidate at this school site?
- Yes (1)
- No (2)
- Maybe (3)

Q38 Please explain your reasoning for the selection above:

Q39 Please consider the following questions regarding your PREVIOUS cooperating teacher or school site (IF APPLICABLE). For elementary teacher candidates, this would be your fall clinical placement. For secondary teacher candidates with only one cooperating teacher, skip to the next page.

Q40 Please provide the following:
   - Name of cooperating teacher: (1)
   - School: (2)
Q41  Indicate your level of agreement with the following statements about your previous cooperating teacher. My cooperating teacher...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Was a strong source of professional support and advice. (1)</td>
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<td>b. Modeled effective instructional practices. (2)</td>
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<td>c. Set aside time for me. (3)</td>
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<tr>
<td>d. Included me in course and lesson planning. (4)</td>
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<td>e. Provided focused observation and feedback. (5)</td>
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<td>f. Communicated in a timely manner. (6)</td>
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<td>g. Communicated effectively. (7)</td>
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<tr>
<td>h. Engaged in practices aligned with those promoted in STEP. (8)</td>
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</tbody>
</table>
Q42 Would you recommend placing another STEP teacher candidate with this cooperating teacher?
- Yes (1)
- No (2)
- Maybe (3)

Q43 Please explain your reasoning for the selection above:

Q44 Please indicate your level of agreement with the following statements about your previous school site. At this school site...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I felt a part of the school community beyond my classroom. (1)</td>
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<tr>
<td>b. I was able to participate in some of the routine activities of my department or grade level (e.g., departmental planning meetings, grade level team meetings). (2)</td>
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<tr>
<td>c. I was able to participate in school-wide activities (e.g., faculty meetings, back-to-school night, assemblies). (3)</td>
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</tbody>
</table>
Q45 Would you recommend placing another STEP teacher candidate at this school site?
- Yes (1)
- No (2)
- Maybe (3)

Q46 Please explain your reasoning for the selection above:
Q47 Indicate your confidence in the following aspects of your teaching. How confident are you that as you begin your teaching career you can...

<table>
<thead>
<tr>
<th></th>
<th>1 - Not at all confident (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. plan effective lessons that support student learning (1)</td>
<td>○</td>
<td>○</td>
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<td>b. motivate students to participate in academic tasks (2)</td>
<td>○</td>
<td>○</td>
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<tr>
<td>c. create learning experiences that are meaningful to students (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>d. effectively address classroom management issues (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>e. facilitate learning for ALL your students (5)</td>
<td>○</td>
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<tr>
<td>f. develop a strong rapport with your students (6)</td>
<td>○</td>
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<td>g. teach students with different cultural backgrounds from your own (7)</td>
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<tr>
<td>h. meet the needs of special education students (8)</td>
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<tr>
<td>i. follow the necessary procedures if you believe a student has a disability (9)</td>
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<td>j. effectively support students who are English language learners (10)</td>
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<td>k. address the learning needs of students who struggle with behavioral issues in school (11)</td>
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<td>l. effectively work with mandated public school curricula (12)</td>
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<tr>
<td>m. identify and secure additional resources for your students from the school, district or community (13)</td>
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<td>n. overall, how confident are you about your preparedness to become a classroom teacher? (14)</td>
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</tbody>
</table>
Q48 To what extent do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. If I really try hard, I can get even the most difficult or unmotivated student to learn. (1)</td>
<td></td>
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<tr>
<td>b. Students fail because they do not apply themselves. (2)</td>
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<td>c. Students' peers have more influence on their motivation and performance than their teachers. (3)</td>
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<td>d. Most of a student's performance depends on the home environment. (4)</td>
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<td>e. Students fail because school does not provide appropriate support. (5)</td>
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<tr>
<td>f. Students fail because teachers lack knowledge needed to serve all children well.</td>
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<tr>
<td>(6)</td>
<td>g. Teachers have a role in making important changes in society. (7)</td>
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<td></td>
<td>h. Children should be taught the way I was taught as a child. (8)</td>
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<td></td>
<td>i. The most important thing a teacher can do to help low-achieving students is provide more time for learning basic skills. (9)</td>
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<td></td>
<td>j. To be an effective teacher, one needs to be aware of cultural differences present in the classroom. (10)</td>
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<td></td>
<td>k. Racial discrimination is no longer a major problem in the U.S. (11)</td>
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</tbody>
</table>
Q49 What do you expect to be doing in 5 years? (Choose one response that best describes your anticipated primary role.)
- Full-time Classroom Teacher (1)
- Part-time Classroom Teacher (2)
- Substitute Teacher (3)
- School Administrator (4)
- Working in K-12 school/district in another role (e.g., Bilingual Coordinator, Curriculum Specialist, BTSA Coordinator) (5)
- Working in education outside of K-12 school/district (e.g., Education Policy, Educational Consultant/Entrepreneur, Peace Corps Teacher) (6)
- Attending a graduate program (7)
- Leave education temporarily (8)
- Leave education permanently (9)

Q50 How important do you think the following factors are in determining how long you are a classroom teacher?

<table>
<thead>
<tr>
<th>Factor</th>
<th>1 - Not at all important (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 - Very important (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Salary (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>b. Working conditions at my school (2)</td>
<td>○</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>c. Family plans (3)</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>d. Attending further full-time studies (4)</td>
<td>○</td>
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<td>e. Other career opportunities in education (5)</td>
<td>○</td>
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<td>○</td>
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<td>○</td>
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<tr>
<td>f. Other career opportunities outside of education (6)</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>
Q51 Which of the following might you be interested in pursuing at some point in the future? (Mark all that apply.)
- Full-time Classroom Teacher (1)
- Part-time Classroom Teacher (2)
- Substitute Teacher (3)
- School Administrator (4)
- Working in K-12 school/district in another role (e.g., Bilingual Coordinator, Curriculum Specialist, BTSA Coordinator) (5)
- Working in education outside of K-12 school/district (e.g., Education Policy, Educational Consultant/Entrepreneur, Peace Corps Teacher) (6)
- Attending a graduate program (7)
- Leave education temporarily (8)
- Leave education permanently (9)
- Other (please specify) (10) ____________________

Q52 As of right now, how long do you plan to be a classroom teacher?
- As long as I am able. (1)
- I plan to stay in teaching until I have enough experience to pursue another career interest of mine. (2)
- I will continue teaching until something better comes along. (3)
- I plan to stay in teaching unless circumstances (e.g., personal, financial) dictate otherwise. (4)
- Undecided at this time. (5)
Q53 At what type of school would you prefer to teach?

<table>
<thead>
<tr>
<th></th>
<th>Strongly prefer NOT (1)</th>
<th>Prefer NOT (2)</th>
<th>Indifferent (3)</th>
<th>Prefer (4)</th>
<th>Strongly prefer (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Elementary</td>
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<td>school (1)</td>
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<td>b. Middle</td>
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<td>school (2)</td>
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<td>c. High</td>
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<td>school (3)</td>
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<td>d. Public</td>
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<td>school (4)</td>
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<td>e. Private</td>
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<td>school (5)</td>
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<td>f. Charter</td>
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<td>school (6)</td>
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<td>g. Magnet or</td>
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<td>Theme-based</td>
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<td>school (7)</td>
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<td>h. Close</td>
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<td>proximity to</td>
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<td>where I live (8)</td>
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<td>i. Small</td>
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<td>school size (9)</td>
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<td>j. Diverse</td>
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<td>student</td>
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<td>ethnicities (10)</td>
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<td>k. Diverse</td>
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<td>income levels (11)</td>
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<td>l. Many</td>
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<td>English</td>
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<td>language</td>
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<td>learners (12)</td>
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<td>m. Most</td>
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<td>students from</td>
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<td>low-SES families (13)</td>
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<td>n. Collegial school culture (14)</td>
<td>o. A sense of safety on campus (15)</td>
<td>p. Availability of resources (16)</td>
<td>q. Good condition of school facilities (17)</td>
<td>r. A high-performing school (18)</td>
<td>s. A school that has recently demonstrated significant academic improvement (19)</td>
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Q54 Overall, did STEP meet the expectations you had coming in?

- Did not meet expectations (1)
- Met expectations (2)
- Exceeded expectations (3)
Q55 What were some of the highlights of your year in STEP?

Q56 What were some of the more challenging aspects of your year in STEP?

Q57 What recommendations do you have for strengthening our work in STEP?
Mission Statement

The Stanford Teacher Education Program (STEP) of the Stanford University Graduate School of Education (GSE) aims to cultivate teacher leaders who share a set of core values that includes a commitment to social justice, an understanding of the strengths and needs of a diverse student population, and a dedication to equity and excellence for all students. The program takes an approach to teaching and learning that is sensitive to the family, community, and political contexts of education; focused on the needs and development of diverse learners; and grounded in the study of subject matter that enables inquiry, critical thinking, problem solving, and high academic achievement.

STEP seeks to prepare and support teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. Desired outcomes for graduates include an understanding of teaching as intellectual work and as a caring profession; a depth of content knowledge and a repertoire of powerful pedagogical practices; and a view of teaching and of the role of education in society informed by appreciation of the socio-cultural contexts of education. The content and design of the program are organized to foster an understanding of and commitment to research, reflection and inquiry in the classroom; collaboration across individuals, institutions and communities; a blending of theory and practice; and the effective use of technology as a teaching and learning tool.

Our goal is to prepare program graduates to meet both the practical and intellectual challenges of the teaching profession, to serve the needs of the diverse population of today’s students, and to revitalize the profession and the field by preparing educational leaders for tomorrow’s schools.
STEP Secondary Placement Questionnaire 2013-2014

Q1 Welcome to the Class of 2014! In STEP we strive to be responsive to candidates’ needs and interests. One of the first things that we focus on in the Office of Clinical Work is finding you an appropriate placement for student teaching. To do so, we would like to know more about your interests, needs, and preferences. This is our first step in getting this information. We will continue getting to know you during summer quarter. Please answer the questions as completely as possible by Wednesday, May 29th.

Q2 Please enter the following:
   - Full Name (1)
   - Content Area (2)
   - Degree/Major (3)
   - Minor (4)
   - Email address (5)

Q3 What subject (within your content area) would you prefer to teach? Be as specific as you can and list them in the order of your preference. You may indicate no preference. Examples: Integrated Science, World History, Geometry, French 2, American Literature

Q4 I prefer to teach:
   - Middle School (1)
   - High School (2)
   - Either (3)
   - Don't Know (4)

Q5 In your opinion, what characteristics of a school or department are most important for creating a productive work environment?

Q6 Please identify three criteria important to you in your field placement. (Examples include but are not limited to: student population, location, reform vs. traditional school structure, blocked or unblocked schedule, public non-charter school, public charter school, etc.)

Q7 Please describe the characteristics of a Cooperating Teacher with whom you might have a productive relationship.

Q8 Describe your preferred ways of working (e.g. do you like to plan ahead, work well under pressure, are meticulously organized, etc.).

Q9 Do you plan to live on campus?
   - Yes (1)
   - No (2)
Answer If Do you plan to live on campus? No Is Selected

Q10 Where do you plan to live?

Q11 Will you have a car available for your use during STEP?
- Yes (1)
- No (Please note: Without a car your choice of placement will be limited.) (2)
- Not sure yet (3)

Q12 Describe any previous teaching experience that you have. (e.g., one-on-one tutoring, summer camp, substitute teaching, etc.)

Q13 Is there anything else you'd like us to take into consideration?
a. Guidelines on Assistance to Candidates Completing Teaching Events

The Teaching Event is a subject-specific portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for a full-time classroom teaching assignment. It is aligned with the California Teaching Performance Expectations and the relevant California student academic content standards and/or curriculum framework. Teaching Events and the associated rubrics are openly available on the PACT website (www.pacttpa.org) and distributed directly to candidates by many campuses.

Teaching candidates complete the Teaching Event during their teacher preparation program. Evidence of teaching competence consist of artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the Teaching Event, candidates apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. Strategies for supporting candidates vary across institutions. These strategies include:

- providing and discussing samples of previously completed Teaching Events that demonstrate competent teaching practice;
- explicitly pointing out relationships between learning and assessment tasks during coursework and tasks in the Teaching Event;
- supporting candidates in developing a timeline for completion of the Teaching event;
- completing parallel tasks during coursework, e.g., analyzing a videotape of teaching and learning, constructing a unit of instruction, assessing student work; sometimes all or part of this work is used in the Teaching Event;
- technical and logistical support for videotaping and uploading documents into electronic platforms;
- advice, assistance, and review by faculty, supervisors, cooperating teachers, and/or peers;
- offering emotional support to help candidates persist;
• offering the above types of assistance through student teaching seminars; and
• offering the above types of assistance through a separate course to support candidates in completing the Teaching Event

Several documents are offered on the PACT website to support candidates completing the Teaching Event:

• *Making Good Choices*, a document that answers frequently asked questions about each Teaching Event task, provides a general description of how each task is scored, and offers optional questions for examining artifacts and commentaries in each task; and
• PACT Videotaping Procedures, a document that offers advice about effectively videotaping instruction
• For faculty, supervisors, and other assessors, *Thinking Behind the Rubrics* describes the central concepts in each rubric and the distinctions between performances at adjacent levels of the rubric. It was written for experienced teachers and teacher educators and may or may not be accessible to candidates with limited experience in classrooms. However, it may be shared with candidates at the educator’s discretion. It can be downloaded from the Scoring section of the PACT website; program directors have the password for this section.

The Teaching Event as an assessment plays a role in recommending a candidate for a teaching credential, either as a course assignment or as a direct contributor to a recommendation for a California Teaching Credential. Therefore, it is important that faculty, supervisors, cooperating teachers, peers, and other educators offering assistance understand the distinction between appropriate and inappropriate support to candidates as they work on completing the Teaching Event.

The Teaching Event should document the work of candidates and their students in their classrooms; educators offering support should discourage any attempts to fabricate evidence or plagiarize work. Given the demonstrated value of collegiality in education
and the placement of the Teaching Event within an educational program, PACT encourages collaboration but is also interested in ensuring the authenticity of the portfolio submission. Therefore the boundaries between acceptable and unacceptable support are being made explicit in this document to support a consistent understanding across PACT institutions.

Candidates are learning how to teach and being guided by more experienced teachers. Professional conversations about teaching and learning are not only appropriate, but desirable. Teaching Event can and should allow candidates to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions that they make. However, educators providing support should avoid telling candidates what to say in the Teaching Event. Support providers should ensure that the teaching decisions and thinking reflected in the Teaching Event are the candidate’s own integration of their own experience, research and theory, and insights by other educators about the type of teaching and learning reflected in the learning segment.

Acceptable forms of support for constructing the Teaching Event include:

- Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students’ strengths and needs and on the content to be taught
- Making referrals to curriculum materials, professional and research articles on issues the candidate is thinking about, experienced teachers, and PACT support documents. Many, if not most, candidates will use or adapt curriculum materials developed by others; they should just cite the source, including materials from experienced teachers. It is up to each candidate to explain how the materials are appropriate for their students and the relevant learning objectives and standards.
- Asking probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly

Source: PACT Central © 2006 by PACT
Unacceptable forms of support for constructing the Teaching Event include:

- Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate
- Providing your own analysis of the candidate’s students or artifacts or offering alternative responses to commentary prompts
- Suggesting specific changes to be made in a draft Teaching Event rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes
- Providing intensive coaching for candidates perceived to be weak that is aimed at helping them pass the Teaching Event rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission
- Editing the Teaching Event

In summary, educators and peers providing support to candidates completing Teaching Events should take care that it reflects the understanding of the candidate with respect to the teaching and learning during the learning segment documented and is an authentic representation of the candidates work.
Linda Darling-Hammond

— The Right to Learn
A Blueprint for Creating Schools That Work

Jossey-Bass Publishers
San Francisco
Building a Democratic Profession of Teaching

The teacher remains the key. . . . Debates over educational policy are moot if the primary agents of instruction are incapable of performing their functions well. No microcomputer will replace them, no television system will clone and distribute them, no scripted lessons will direct and control them, no voucher system will bypass them.


Teachers, not assessments, must be the cornerstone of any systemic reform directed at improving our schools. . . . [Policymakers] have lost sight of the fact that “the teacher is a mediator between the knower and the known, between the learner and the subject to be learned. A teacher, not some [test], is the living link in the epistemological chain.”


When all is said and done, what matters most for students’ learning are the commitments and capacities of their teachers. Teaching for understanding cannot be produced solely by spending more money or by requiring that schools use specific texts or curriculum packages, and it cannot be driven by mandating new tests,
even better ones. Although things like standards, funding, and management are essential supports, the sine qua non of education is whether teachers know how to make complex subjects accessible to diverse learners and whether they can work in partnership with parents and other educators to support children's development. If only a few teachers have this capacity, most schools will never be able to produce better education for the full range of students who attend them. Widespread success depends on the development of a professionwide base of knowledge along with a commitment to the success of all students.

Over the last decade a quiet revolution in teaching has been under way. Teaching is evolving from an occupation that the public has historically considered routine "women's work" requiring little skill to a profession that enables its members to become as capable as the real demands of the work require. The teaching profession has begun to engage in serious standard setting that reflects a growing knowledge base about teaching and a growing consensus about what teachers should be able to do to help all students learn to high levels. Changes are under way in teacher preparation programs across the country, approaches to licensing and accreditation are being redesigned, and a new National Board for Professional Teaching Standards has created assessments for certifying accomplished teachers. Some school districts and grassroots networks have created partnerships to rethink schools. Yet these efforts, like those in other eras of reform, remain piecemeal—a good idea here and a thriving innovation there. They are as yet unconnected by a set of policies guaranteeing every child access to skillful teaching and every teacher access to the knowledge she needs to teach. Creating a web of always-available supports for students' and teachers' learning is the difficult, unglamorous, but absolutely essential work that will make the difference for school reform.

WHAT TEACHERS NEED TO KNOW AND BE ABLE TO DO

What do teachers need to know to teach all students in the way new standards suggest? First of all, teachers need to understand subject matter thoroughly enough to organize it so that students can create useful cognitive maps of the terrain they are studying. Teachers need more than formulaic or procedural understanding of the core ideas in a discipline and how these help to structure knowledge, how they relate to one another, and how they can be tested, evaluated, and extended. Teachers also need to be able to use subject matter knowledge flexibly to address ideas as they come up in the course of learning. They need to understand how inquiry in a field is conducted and what reasoning entails—what counts as proving something in mathematics, for example, as compared with proving something in history (Ball & Cohen, in press). And they need to see ways that ideas connect across fields and to everyday life, so that they can select and use meaningful examples, problems, and applications.

Understanding subject matter in these ways provides a foundation for the pedagogical content knowledge (Shulman, 1987) that enables teachers to represent ideas so they are accessible to others. Knowledge of the domain of study is critical: the teacher needs to understand what ideas can provide important foundations for other ideas and how they can be usefully linked and assembled. Knowledge of the audience is also key: people will understand ideas differently depending on their prior experiences and context. A skillful pedagogue figures out what a particular audience is likely to know and believe about the topic under study and how learners are likely to hook into new ideas so as to create productive learning experiences. Knowledge about modes of cognition, information processing, and communication is also important, so that teachers can shape lectures, materials, learning centers, projects, and discussions in the ways most helpful to learners.

Framing productive experiences for students requires knowledge of development—how children and adolescents think and behave, what they are trying to accomplish, what they find interesting, what they already know, and what concepts they might have trouble with in particular domains at particular ages. Teachers should know how to encourage students' social, physical, and emotional growth as well as their cognitive development.

Teaching in ways that connect with students also requires an understanding of differences that may arise from culture, language, family, community, gender, prior schooling, and the other factors that shape people's experiences, as well as differences that may arise from the intelligences students rely on, their preferred approaches to learning, and any specific learning difficulties they may have. Teachers need to be able to inquire sensitively and productively into children's experiences and their understandings of subject matter so that they can interpret curriculum through their students' eyes and shape lessons to connect with what students know and how they learn well. To get nonstereotypic information, teachers need to know how to listen carefully and look at
student work and also how to structure situations in which students write and talk about their experiences and what they understand. These activities build a teacher’s pedagogical learner knowledge (Grimmett & MacKinnon, 1992), which grows as teachers examine how particular learners think and reason, how they learn best, and what motivates them.

An understanding of motivation is critical because achieving understanding is difficult. Teachers must know how to structure tasks and feedback so as to encourage extensive student effort without either relinquishing the press for understanding when the going gets tough or discouraging students so that they give up altogether. Motivating students requires not only general knowledge about how to engage young people and sustain their interest at different ages but also an understanding of what individual students believe about themselves and their abilities, what they care about, and what tasks are likely to give them the success that will keep them working hard to learn.

Teachers need several kinds of knowledge about learning. Because there are many kinds of learning—for example, learning in order to recognize information as opposed to learning in order to solve a problem or produce a piece of work—teachers need to think about what it means to learn different kinds of material for different purposes, how to support different kinds of learning with distinctive teaching strategies, and how to judge which kinds of learning are necessary in different contexts. Not everything can be learned deeply—that is, with opportunities for extensive application—but some things must be deeply understood as foundations for work that is to follow and as a means for developing specific skills and performances. Other ideas may be understood more superficially to create a map of the domain but nevertheless learned so that they meaningfully connect to other concepts.

Teachers need to understand what helps children (or anyone) learn in these different ways. They need to be able to assess students’ knowledge and approaches to learning, to identify different learners’ strengths and weaknesses, noting those who rely most on visual or oral cues, those who tend to reason from the specific to the general or vice versa, those who use spatial or graphic organizers and those who are text oriented, those who bring a highly developed logical-mathematical intelligence, and those who bring a strong aesthetic sense.

Using all this information well requires that teachers command teaching strategies that address a variety of ways to learn and a variety of purposefully selected goals for learning. In addition to regularly using multiple representations of content and pathways for learning, teachers need tools to work with the students in their classrooms who have specific learning disabilities or needs—the estimated 15 percent of students who are dyslexic or dysgraphic, who have particular visual or perceptual difficulties or difficulties with information processing. Useful teaching strategies exist for these relatively commonplace problems, but they have been rarely taught to “regular” education teachers. Moreover, because language is a major gateway to learning, teachers need an understanding of how students acquire language, whether it is a first or a later language. Teachers who understand language acquisition can build language skills and create accessible learning experiences, using strategies ranging from explicit teaching of key vocabulary and use of visual and oral cues to the creation of collaborative learning settings in which students use language extensively to accomplish specific tasks.

Teachers need to know about curriculum resources and technologies. They need to be able to connect their students with sources of information and knowledge that extend beyond textbooks—that allow for the exploration of ideas, the acquisition and synthesis of information, and the development of models, writings, designs, and other work products. The teacher’s role will be to help students learn to find and use resources for framing and solving problems, rather than having students memorize the information contained in one source.

And teachers need to know about collaboration. They need to understand how to structure interactions among students so that powerful shared learning can occur. They need to be able to shape classrooms that sponsor productive discourse and that press for disciplined reasoning from students. They need to understand how to collaborate with other teachers to plan, assess, and improve learning within the school and also how to work with parents to learn more about individual children and to shape supportive experiences at school and home.

Finally, teachers need to be able to analyze and reflect on their practice, to assess the effects of their teaching and then refine and improve their instruction. When teaching for understanding, teachers must maintain two intertwining strands of thought at all times: how am I doing at moving the students toward high levels of understanding and proficient performance? and how am I taking into account what students know and care about as I move them toward the curriculum goals and develop their talents and social abilities? Teachers must
continually evaluate what students are thinking and understanding and then reshape their plans, using what they have discovered as they build curriculum to meet their goals.

The knowledge demands that derive from the need to teach a much wider range of students for much higher standards of performance are new ones for most teachers. And when few teachers have experienced learning for understanding themselves, how can it be possible to establish a different kind of teaching on a wide scale? The only plausible answer is that we must develop much more powerful forms of teacher education: both before teachers enter the field and throughout their careers. This education must systematically give teachers experience with the kinds of knowledge and forms of practice just described, and it must be available to all teachers, not just a few. In short, I am suggesting we need to develop a profession of teaching.

THE PROS AND CONS OF PROFESSIONALISM

By sociologists' definitions, teaching is not now a profession. An occupation becomes a profession when it assumes responsibility for developing a shared knowledge base for all of its members and for transmitting that knowledge through professional education, licensing, and ongoing peer review. A profession seeks to ensure that its members understand and use standards of practice that put the interests of clients first and base decisions on the best available knowledge. In exchange for these assurances, societies grant professions substantial autonomy from government regulation and defer to them when making technical decisions. Policymakers turn to engineers to determine what specifications bridges ought to meet and rely on architects to decide the standards that will govern safe building construction. They ask the Board of Medical Examiners to set standards of knowledge for physicians and the Academy of Pediatrics to determine vaccination protocols. They typically do not ask teachers to make such determinations for their field, however, because they do not expect teachers to have the knowledge to do so.

As a policy strategy, professional accountability is aimed at ensuring that practitioners are sufficiently competent and committed to give the public high levels of confidence that these practitioners will behave knowledgeably and ethically. Public confidence is warranted only when a profession has ways to continually expand its knowledge and when it has specific methods of ensuring that the people it admits and allows to practice can be relied on to possess that knowledge, along with a commitment to public safety and well-being. Consequently, professions attach great importance to preparation, licensing, selection, induction, and evaluation of practitioners and to issues of research and knowledge building. They also use strategies like accreditation of professional schools and peer review within practice sites as means to review, critique, and improve practice. These strategies aim to ensure that decisions are client oriented and knowledge based rather than based on rules and procedures that frequently would prescribe a flawed course of action.

Professions attempt to meet these goals in different ways, and they are often far from perfect. Professionalism is not an end state for an occupation; rather it is a continual process of reaching for useful forms of accountability. Tensions exist between costs and quality, between public regulation and professional self-governance, between controls that ensure professional competence and those that create self-interested monopolies. Professions have succeeded to varying extents in socializing their members to an ethic of concern for clients and have sometimes lost public confidence due to "incomplete professionalization" (Brown, 1979), when their claims to authority exceed the actual spread of knowledge and skill.

Whenever self-regulation seems inadequate to assure access and quality, government regulation tends to increase. The resulting tug-of-war can currently be seen in the medical profession as governments and third-party payers have stepped in to set rules for practice aimed at reducing costs. Simultaneously, however, as the public has begun to perceive that these restrictions may be reducing doctors' abilities to do what is best for their patients, a countervailing pressure is building to lodge more decision making in the hands of doctors and to train doctors more thoroughly for the challenges of making the decisions raised by new life-saving technologies. Reconciling all of these tensions—which manifest themselves at different times for different professions—is a major social challenge. Yet it would be difficult to argue that society is less well served by the engineering knowledge or medical skill available to it today than it was when these occupations were unorganized, had produced little knowledge to guide practice, and had no means of ensuring that practitioners gained access to even the small amount of knowledge then available.

In his introduction to the 1910 Flexner report, which ultimately led to the total overhaul of medical training, Henry Pritchett, president of the Carnegie Foundation for the Advancement of Teaching,
explained how knowledge could not advance under the ad hoc approach to medical education that existed in the early 1900s. With no means for accrediting medical schools or setting licensing standards, medicine was an unregulated enterprise that included a few serious medical colleges that had developed teaching hospitals and a large number of commercial schools that provided only a few months of training. The latter offered only memorized lists of symptoms and cures: “a coated tongue—a course of calomel; a shivery back—a round of quinine” (Flexner, 1910, p. 21). As a result, said Pritchett, “very seldom, under existing conditions, does a patient receive the best aid which it is possible to give him in the present state of medicine, and this is due mainly to the fact that a vast army of men is admitted to the practice of medicine who are untrained in sciences fundamental to the profession and quite without a sufficient experience with disease” (p. x). Although shortcomings in medical care still exist, the knowledge base of medicine and doctors’ command of it are many times more extensive and reliable today than they were then, and adequate care—defined at a radically different level of expertise than eighty years ago—is much more accessible. When failures of medical knowledge occur today, they are viewed as scandalous only because expectations are so much higher than they could ever have been without a concerted effort to build a profession that has a base of knowledge and adheres to some standards of practice.

Teaching’s claim to a common knowledge base is much like that of turn-of-the-century medicine. Much teaching looks like it did eighty years ago. Although a great deal more is known about how to teach effectively—especially for those students who do not learn easily—many teachers have not had access to this knowledge. And although some teachers are very well prepared, teachers as a group do not share a common set of ethical commitments and knowledge for teaching because preparation is uneven and frequently waived altogether, standards for teacher education and licensing vary wildly from state to state and are often unenforced, socialization into the occupation is weak, and bureaucratically operated school districts often require practices that are not professionally defensible. Teaching is the only licensed occupation—from medicine and law to cosmetology and plumbing—that routinely waives standards for entry. As a result, parents and the public have no guarantees about what their children’s teachers might be expected to know and be able to do.

Whereas professions assume responsibility for defining, transmitting, and enforcing standards of practice, teachers currently have little control over standard setting. Except in thirteen states that have recently established professional standards boards and three states that require schools of education to be professionally accredited, authority for determining the nature of teacher preparation, the content of tests used for licensure, and the regulations that govern practice rests with legislatures and state departments of education. These governance structures tend to produce bureaucratic rather than professional standards, rarely up-to-date with advances in knowledge and based more on course titles and paperwork trails than exacting methods for examining competence. Although nearly 1,300 schools of education are approved by their states for preparing teachers, only 40 percent of them are professionally accredited.

Meanwhile, most widely used tests for licensing tap very little of what might be called a knowledge base for teaching (Darling-Hammond, 1986b; Shulman, 1987; MacMillan & Pendlebury, 1985; Haney, Madaus, & Kreitzer, 1987). As Haertel (1991) notes: “The teacher tests now in common use have been strenuously and justifiably criticized for their content, their format, and their impacts, as well as the virtual absence of criterion-related validity evidence supporting their use. . . . These tests have been criticized for treating pedagogy as generic rather than subject-matter specific, for showing poor criterion-related validity or failing to address criterion-related validity altogether, for failing to measure many critical teaching skills, and for their adverse impact on minority representation in the teaching profession” (pp. 3–4). In short, educators have not yet been able to establish the kinds of accountability mechanisms that would guarantee that teachers are admitted to and retained in the profession based on their knowledge and ability to teach.

But is this a problem? Some argue that teaching should not become a profession. As some imagine it, a profession of teaching would be a self-serving, costly, unnecessary burden for society—one that would undermine democratic decision making and distance teachers from parents and communities by giving teachers dangerous powers. A host of issues arise. Would a profession of teaching emphasize technical knowledge at the expense of caring for students? Would teachers, armed with an aura of professional knowledge, be less sensitive to parents and more distant from communities than they are now? If standards for entry to teaching were enforced, would access to the profession be reduced for minorities? Would a monopoly on practice—one based on standards that do not predict competence—result? Could society afford the costs of better-paid teachers, as salaries would surely increase if preparation
improved and standards were enforced? Is there really a knowledge base for teaching that would warrant any of these efforts?

Although I believe the current situation in which educators have substantial power without the safeguards of professional norms and knowledge is far more dangerous than a professional alternative, these concerns still deserve careful attention. Teaching is certainly susceptible to the same tensions as other professions. In fact, because it operates in a system that requires compulsory education of children in order to serve society’s political, economic, and social needs, teaching is more heavily buffeted by these cross-currents than most other occupations. Teacher shortages battle with standards, as lay control offsets professional influence in defining what teachers will have the opportunity to learn and what they will be asked to do. In teaching and in other occupations, professionalization has often been seen as primarily concerned with power relations, autonomy, status, and compensation. Teachers, many have claimed, need and deserve more respect, more authority, and higher salaries.

These claims may well be true, but teaching will not deserve the trappings of professionalism until it constructs for itself a foundation for a profession: first, a strong and widely shared base of knowledge that is clearly related to improved learning and, second, a strong and widely shared commitment to the welfare of all children that is enacted in partnership with parents and communities. Empowerment must occur through knowledge rather than through new controls that would enfranchise teachers at the expense of others—especially parents—who have a deep interest in children’s learning and success. Granting greater authority to educators who have little expertise or commitment to a professional ethic (as has happened already in some districts that have moved to site-based management) can lead to more harmful practices rather than more effective ones. Reliance on bureaucratic accountability cannot be reduced without strengthening professional accountability in its stead.

The concern that professionals may gain too much control over decisions and may distance themselves from their clients has been most often heard with respect to physicians. A better analogy for teaching might be the work of architects: professionals who know how to build a structure safely and effectively, who have insights into issues of design, who marshall the efforts of other parties involved in the construction process, and who negotiate the goals and course of the work with a client who is also deeply involved. Fortunately, the professional standards that are already emerging in teaching emphasize the importance of caring for students and of working in partnerships. They reject a view of the teacher as purely a technician and explicitly encourage the preparation of teachers who value the insights of parents and colleagues and collaborate with them in the interests of the child.

The Role of Government

Some argue that teaching differs from professions in which practitioners operate on a fee-for-service basis, noting that clients can choose professionals in the private sector but they can rarely choose their teachers. This, however, argues for more attention to competence and commitment rather than less. Parents should have a right to expect that when they are compelled by law to send their children to school, those children will be under the care of competent people who are committed to using the best knowledge available to meet the individual needs of that child—with no exceptions and no excuses. The alternative, a bureaucratic system of accountability, is what we have already tried and found ineffective. Parents have no reason to believe their children will be well served simply because standardized procedures have been promulgated and school staff must follow them whether or not they work well for students. And parents should not have to wonder whether the teachers to whom their children are assigned are competent.

Many other professionals do operate in the public sector (for example, physicians in public hospitals, army engineers, government accountants and lawyers). For these people, strong professional norms often provide a useful counterbalance to other forces that bear upon public bureaucracies, including incentives that encourage problem hiding and injudicious cost cutting. In these cases, public oversight occurs through publicly constituted boards, but these are obligated to respect professional standards of practice in their decision making. Weak professions—those lacking strong collective norms and knowledge—are not able to serve this counterbalancing function. For example, many unaddressed cases of child abuse have followed the imposition of professionally indefensible case management rules promulgated by child welfare agencies seeking to reduce costs. These rules met with little effective counterpressure from social workers until widely reported cases of child abuse created press-worthy scandals and public outrage.
Although strong professions sometimes serve the public well, there are a number of reasons why the modes of professionalization adopted by occupations such as medicine, law, accounting, and architecture are not fully adaptable to public school teaching. First, education is both a right and an obligation. Because education is a right, it must be made available to all on equal terms. Forms of professionalization that would deny services to some are not acceptable for teaching. In addition, education is compulsory to serve the state's needs for an educated citizenry: socialization to a common culture, literacy as a basis for democratic participation, and training to serve economic ends. Thus, there are limits to the controls that can be delegated to nongovernmental sources of authority, professional or otherwise.

The legitimate claims of governments, local communities, parents, and educators to determine the forms of education that are most suitable, most fair, and most effective for a wide range of goals cannot be ignored. Appropriate roles for each must be carved out in any systemic answers to reform. New approaches to governance and accountability need to allow teachers to practice professionally in the interests of students while they also preserve democratic traditions. Both goals can be met by public support and oversight of rigorous professionally defined standards of practice and by routinely engaging parents in making decisions and in sharing knowledge about their children.

Costs
Some argue that in the context of universal education we cannot afford to require all teachers to meet professional standards because we cannot sustain the costs of having to raise and equalize salaries. However, states like Connecticut, Minnesota, and Iowa have enacted high standards for teaching that they hold inviolable and have funded schools and schools of education in ways that produce adequate salaries and surpluses of qualified teachers even though their overall expenditures are lower than those of some other states that have not attended to these goals. Other countries also demonstrate that well-prepared teachers are affordable if most education funds are invested in classroom teaching rather than in a panoply of special programs and peripheral jobs that do not directly improve teaching (and are often created to offset the effects of inadequate teacher preparation). We could afford to prepare and hire well-qualified teachers if we directed our investments to the improvement of teaching rather than the maintenance of bureaucracies as they are currently structured.

Responsiveness
Images of heightened professionalism sometimes provoke fears that a professional cult will ignore the views of parents and local communities. Indeed, over many decades, the relative authority of parents and local communities has decreased along with the authority of educators as boards of education and state legislatures have exercised more controls over schooling. Although government agencies have gained great power over decisions affecting children and local schools, these decisions are often uninformed by professional knowledge. Meanwhile, frontline educators often have had little input into decisions made above them, and bureaucracies have secured the presumptions of professionalism without the knowledge that should accompany it. This messy situation evolved as scientific managers claimed authority for what was intended to be a professional bureaucracy, but did not infuse enough knowledge into school organizations at any level. Meanwhile, bureaucratic discouragements to the participation of frontline teachers and parents have reduced responsiveness up and down the line.

As a consequence of these failings, proposals for decentralization and choice in education are increasing—especially in large cities where bureaucracies have substituted coercion for both participation and competence. Both choice and decentralization are arguments for encouraging schools to better attend to the individual needs of students, and both are dependent on increased professionalism among teachers for their success. Ensuring good teaching while decreasing regulation will depend on assuring greater knowledge and commitment among fully professional educators.

Ultimately, the question is how to achieve accountability for student learning—which I define as responsible decision making based on knowledge and the best interests of the child. If teachers acquire greater knowledge about children, learning, and subject matter, their legitimate authority should increase as should their obligations to be responsive to student needs. Rather than making teachers less accountable, a clear focus on professional standards of practice would create a basis for redress of poor practice that does not exist in a bureaucratic system, which can only ask that procedures be followed. A more professional approach to education would also force districts to make decisions more responsibly and would encourage more involvement by both teachers and parents, rather than relying excessively on standardized procedures.
Text Preparation Template

Instructions: This template is intended to help you gain a deeper understanding of the text you are using in your lesson.

List the academic vocabulary and scientific vocabulary in the text below:

<table>
<thead>
<tr>
<th>Academic</th>
<th>Scientific</th>
</tr>
</thead>
</table>

List any nominalizations that occur in the text and describe their meaning:

<table>
<thead>
<tr>
<th>Nominalization</th>
<th>Meaning</th>
</tr>
</thead>
</table>

Is there any polysemy in the text? If so, identify which words, and what their actual meaning is.

<table>
<thead>
<tr>
<th>Polysemy</th>
<th>The intended meaning of the word</th>
</tr>
</thead>
</table>

Identify the portions of the text that refer to figures, tables, or pictures and identify the ideas that these multimodal text features communicate.

<table>
<thead>
<tr>
<th>Figure/Table/Picture</th>
<th>The Big Idea Communicated</th>
</tr>
</thead>
</table>

What is the big idea you are trying to teach using this text?

Below write a single debatable question that you intend to discuss in conjunction with this text.
I recently saw another illustration of the limits of current rule-based approaches as two parents approached a suburban elementary school principal in the beginning of the year to discuss their children's different needs. One parent asked how she could work with the 4th-grade teacher to support her son's continued progress in mathematics, an area in which his skills were quite advanced. The principal replied that the teacher could only follow the 4th-grade curriculum, otherwise the children would be out of sequence for the 5th-grade curriculum the following year! (The teacher later told the parent privately that she would nonetheless try to supplement the curriculum for the child but would have to do so on the sly.)

Another parent asked how she could secure additional help for her child who had a specific visual-perceptual learning disability. The principal sent her to the school's resource room specialist. The specialist, however, explained that she used only one specific approach adopted by the district for "slow" readers. Using this approach, the specialist worked on reading problems with groups of children who drilled their sight vocabulary knowledge using flash cards. If the child's needs could not be addressed in this way, there would be no other option.

In a bureaucratic school, teachers are often restricted to a single math text or reading program that they must march through on rigid pacing schedules. Even if Johnny or Suzy is not succeeding, there is nothing more to be done. In a professionally organized school, teachers are expected to work with parents and colleagues to figure out what approaches are most likely to support students' success. Furthermore, in schools that are more professional and more democratic, workshops and seminars are open to educators and parents alike, knowledge about child development and teaching strategies is widely shared, and efforts are made to support learning in compatible ways at home and at school. Knowledge is used to empower parents and students as well as teachers, rather than to mystify clients so as to make professionals look smart.

Teaching needs to create its own form of professionalism that couples the benefits of knowledgeable and ethical practice with the strengths of close partnerships with parents and communities. Whereas some professions have secured specialized expertise and control of practice by distancing themselves from their clients, successful teaching must be embedded in community contexts and connected to students' lives. Professionalism in teaching must be joined with greater democracy in schooling, empowering parents and students as well as teachers to participate in communities of learning that speak to their needs and concerns. The goal must be to create schools that have their eyes on the child rather than on the bureaucracy above.

To create this level of responsiveness, both teacher preparation and teaching practice must be restructured. A profession of teaching must prepare and select teachers for both technical knowledge and dispositions to learn and collaborate. It must provide serious and sustained internships for beginners, create meaningful evaluation, and establish more useful opportunities for professional development. It must also develop ongoing peer review of practice in the context of collegial consultation that helps teachers learn from each other, expose and tackle problems, hear parents' concerns, and address students' needs. The norms that guide these processes are as important as the technical foundations of practice. The most critical are a commitment to student learning and a pledge to continue to search for knowledge that will support student growth and development.

**Access and Knowledge**

The most persistent questions are whether there is any set of knowledge and skills for teaching worth insisting upon and whether there are any defensible grounds for limiting access to teaching. How many times have I heard the indignant charge, "I have a degree in physics, but because of certification rules I cannot teach!" Or, "These licensing requirements would prevent Einstein from teaching in a public school!" That some current licensing requirements are trivial and cumbersome is a point easy to concede, and one I address further below. However, many such complaints reveal a belief that there should be no restrictions on who teaches, save perhaps some general gauge of subject matter knowledge. This view is widespread despite the fact that most people can recall brilliant professors who knew a great deal about their fields but could not teach what they knew to students as well as teachers who were abusive or incapable of organizing useful learning experiences.

As a parent and long-time teacher, I often want to remind proponents of this view that the Unabomber had a graduate degree in physics and we might be grateful that it did not qualify him to teach. I also want to suggest to them that there is little reason to believe that Einstein would have made a good elementary or secondary school teacher either. In fact, judging from his biography, I suspect he might have had
a difficult time organizing the work of 3rd graders or even high school students. I also suspect he would have agreed that he should not be asked to assume such complex work without qualifications substantially closer to the demands of that job than those he possessed.

I also want to remind them that contrary to conventional wisdom, most people who enter teaching without training are not Einsteins. Although national data show that teacher education students in 1991 were more academically able than the average college student, unlicensed entrants to teaching had significantly lower levels of academic achievement than most college students and than those who prepared to teach (Gray et al., 1993). Studies have found that recruits in fields like mathematics and science who enter teaching with little or no preparation have lower grade point averages than entrants from schools of education and are much more likely to say that they entered teaching because jobs were available rather than that they wanted to work with children (Natriello, Zumwalt, Hansen, & Frisch, 1990; Stoddart, forthcoming).

But many people sincerely believe that anyone can teach or, at least, that knowing a subject is enough to allow one to teach it well. Others believe that teaching is best learned, to the extent it can be learned at all, by trial and error on the job. The evidence, however, strongly suggests otherwise. Reviews of research over the past thirty years, summarizing hundreds of studies, have concluded that even with the shortcomings of current teacher education and licensing, fully prepared and certified teachers are better rated and more successful with students than teachers without this preparation (Everson, Hawley, & Zlotnik, 1985; Ashton & Crocker, 1986, 1987; Greenberg, 1983; Haberman, 1984; Olsen, 1985). These studies find that for success with students, a threshold level of subject matter knowledge is important and that knowledge of how to teach is even more important (for a review see Darling-Hammond, 1992). This is true for fields ranging from mathematics and science (Begle, 1979; Druda & Anderson, 1983; Davis, 1964; Taylor, 1957) to beginning reading (Hice, 1970; LuPone, 1961; McNeil, 1974) and early childhood education (Roupp, Travers, Glantz, & Coelen, 1979).

Teachers who are well prepared are better able to use teaching strategies that respond to students' needs and learning styles and that encourage higher-order learning (Perkes, 1967–1968; Hansen, 1988; Skipper & Quantz, 1987). Because the novel tasks required for problem solving are more difficult to manage than the routine tasks associated with rote learning, lack of knowledge about how to manage an active inquiry-oriented classroom can lead teachers to turn to passive tactics that dumb down the curriculum (Carter & Doyle, 1987; Doyle, 1986), busy students with workbooks rather than assigning more complex work that requires more skill to orchestrate (Cooper & Sherk, 1989).

Studies of teachers admitted with less than full preparation—ranging from no preparation to preparation through quick alternative certification routes of only a few weeks duration—reveal serious shortcomings. These recruits tend to be dissatisfied with their training; they have greater difficulties than fully prepared teachers in planning curriculum, teaching, managing the classroom, and diagnosing students' learning needs. They are less able to adapt their instruction to promote student learning and less likely to see it as their job to do so, blaming students when their teaching is not effective. Principals and colleagues rate them less highly on their instructional skills, and they leave teaching at higher-than-average rates. Most important, their students learn less, especially in areas like reading, writing, and mathematics that are critical to later school success (Bents & Bents, 1990; Hawk, Coble, & Swanson, 1985; Darling-Hammond, Hudson, & Kirby, 1989; Jelmberg, 1996; Darling-Hammond, 1992; Lenk, 1989; Feiman-Nemser & Parker, 1990; Gomez & Grobe, 1990; Grady, Collins, & Grady, 1991; Grossman, 1989; National Center for Research on Teacher Learning, 1992; Rottenberg & Berliner, 1990; Smith, 1991).

Even very bright people who are enthusiastic about teaching find that they cannot easily succeed without preparation, especially if they are assigned to work with children who need skilled teaching. Many studies of alternate routes into teaching have found that careful year-long programs with thoughtful coursework and intensively supervised internships produce much more satisfied, confident, and capable recruits who stay longer in the classroom than do the truncated programs that ignore coursework on child development, learning theory, and teaching methods (Darling-Hammond, 1992; Darling-Hammond, Hudson, & Kirby, 1989; Lutz & Hutton, 1989; Wright, McKibbon, & Walton, 1987). The "bright person myth" of teaching (Holmes Group, 1986), that is, the myth that smart people are automatically capable teachers, is just that.

The best recent example of a well-publicized program founded on this notion is Teach for America (TFA)—created to recruit bright college graduates to disadvantaged urban and rural classrooms for two
years, en route to their ultimate careers in law, medicine, and other professions. TFA argued that its summer training programs of three to eight weeks duration (depending on the funding available in a given year) should be enough to authorize it to license its recruits and that they should not have to meet traditional state standards. In fact TFA's founder suggested that states should get out of the business of licensing teachers altogether (Kopp, 1992, 1993), issuing a forceful counterclaim to the idea of a teaching profession organized to educate candidates to meet common standards.

If anyone could prove that teachers are born and not made, these bright eager students, many of them from top schools, might have been the ones to do it. Yet four separate evaluations found that TFA's training program did not prepare candidates to succeed with students (Grady, Collins, & Grady, 1991; Popkewitz, 1994, 1995; Roth, 1993; Texas Education Agency, 1993), despite the noticeable intelligence and enthusiasm of many of the recruits. One evaluation, for example, found that "in general, the team found corps members to be bright young individuals, enthusiastic and highly dedicated. ... [However], in observing the teaching of corps members, team members found an apparent lack of developmentally-appropriate techniques and strategies in the delivery of instruction" (Texas Education Agency, 1993, p. 17-18). Another stated that "although nearly unanimous in support of the corps member's enthusiasm and intelligence, the cooperating teachers were not as complimentary of their teaching abilities. There was a strong sense of wanting to separate the corps member's potential from her weakness in the classroom. ... Most criticism of a corps member's teaching behavior (classroom management was the greatest area of concern, followed by insufficient knowledge of the fundamentals of teaching and learning) was qualified by the cooperating teachers' perceptions of limitations of the program in providing the corps member with adequate practice or theory to be successful" (Grady, Collins, & Grady, 1991, p. 20).

Many TFA recruits eventually concluded that their success, and that of their students, had been compromised by their lack of access to the knowledge needed to teach. Yale University graduate Jonathan Schorr (1993) was the first to raise this concern, saying: "I—perhaps like most TFA'ers—harbored dreams of liberating my students from public school mediocrity and offering them as good an education as I had received. But I was not ready. ... As bad as it was for me, it was worse for the students. Many of mine ... took long steps on the path toward dropping out. ... I was not a successful teacher and the loss to the students was real and large" (pp. 317–318). Schorr argued that "just eight weeks of training ... may be long enough to train neighborhood clean-up workers or even police auxiliaries but [it isn't] enough for teachers" (p. 316).

Others agreed:

I felt very troubled about going into an elementary classroom having had 6 weeks of training. I didn't even know where to start. I was unprepared to deal with every aspect. ... I had a lot of kids who were frustrated and I was frustrated because I wanted to help them and didn't have the training to do that [a recruit who left in the first year and later entered a teacher preparation program].

I could maybe have done a bad job at a suburban high school. I stood to do an awful job at a school where you needed to have special skills. I just didn't have the tools, and I didn't even know I needed them before I went in. I felt like, OK, I did the workshops; I know science; and I care about these kids. ... You know, I had the motivation to help, but I didn't have the skill. It's sort of like wanting to fix someone's car and not having any idea how to fix a car. I wasn't equipped to deal with it, and I had no idea [a recruit who left in the first year and later went to medical school].

I stayed one year. I felt it was important for me to see the year out but I didn't necessarily feel like it was a good idea for me to teach again without something else. I knew if I wanted to go on teaching there was no way I could do it without training [a recruit who later entered a teacher preparation program].

Such feelings undoubtedly contributed to the high attrition rate of TFA recruits. TFA statistics show that of those who started in 1990, 58 percent had left by the third year, a two-year attrition rate more than twice the national average for new teachers, including those in cities. The Maryland State Department of Education reported that 62 percent of corps members who started in Baltimore in 1992 had left within two years. In North Carolina, where East Carolina University evaluated TFA recruits as the recommending agency for certification, only one candidate was recommended for certification in the first years of the program, one was recommended for dismissal, and the
remainder were required to take additional coursework to make up for gaps left by their training. The university ultimately refused to consider any TFA recruits for certification in special education (where many school districts had placed them), feeling that allowing untrained teachers to work in such classrooms would contribute to exploitation of the handicapped.

Ultimately, although a minority of TFA recruits stayed on, and some of them found formal or informal routes to learn how to teach, few would argue that they were adequately prepared at the start or that they did justice to their initial classes of students.

Some people believe that these kinds of compromises in training are necessary to fill classrooms that would otherwise go unstaffed. Many TFA recruits, however, discovered otherwise:

When we first got there, none of us had jobs, and a TFA person would go to the school board offices and try to find out if jobs were going to open up so that she could stick someone in before certified people found out about it. Then we found out that there were certified teachers without jobs, because you're in your community and you're teaching and you learn about that.

I guess I was foolish. I was still under the impression that there was this classroom of kids that wasn't going to have a teacher, and if I didn't go they would have subs that would change every 2 days. And so I thought, I have to do this. And that was a complete false image because, at least in Louisiana, there were plenty of people that could have been hired.

Most of us went in there pretty blind, having no idea of what was required of us, and most of us felt like these were teacher shortage areas or we wouldn't be competing. But it turned out a lot of us were competing with people who were certified for these jobs. When I left, they didn't have any trouble at all finding a replacement for me the day I quit. It was a certified teacher, and had they had the whole summer before, they could have found a certified replacement who would have stayed the whole year and who would have been much better than I.

Here we were supposed to be teaching in shortage areas, and I met a woman who had ten or twelve years of teaching experience in elementary education, and she had applied for my position. Of course she was going to cost several thousand dollars more a year so they didn't hire her... [but] the kids needed the training and experience she had. She ended up working at the [all-white] private school. Another woman who was certified got the job I left in the afternoon of the morning I resigned. That was troubling to me too, because then I thought, "what was I doing?" It makes me furious that teacher shortage areas are not defined by lack of people but by lack of money.

These recruits' concerns reflect the best of Teach for America: the honesty, sincerity, and commitment of many of the young people TFA brought into teaching—young people who sincerely wanted to make a difference but did not receive the knowledge and skills they needed to do so. These concerns also reflect the fundamental dilemmas of teaching in the United States—dilemmas that result from a long-standing disdain for teacher knowledge, a slipshod recruitment system, and a lack of investment in teacher recruitment and training. How can those who would teach be armed with the knowledge, skills, and commitments they need to succeed? How can resources be marshaled to underwrite their training and to fund the hiring of well-prepared teachers in all communities? In short, how can every student be guaranteed access to caring and competent teachers and every teacher be guaranteed access to high-quality preparation and professional development?

The answers, I believe, lie in the creation of professional standards for teaching, the development of more productive strategies for teacher learning, and a reconceptualization of the teaching career in concert with the redesign of schools.

STANDARDS FOR TEACHING

Probably the most important policy lever for improving teaching and learning is the recent development of professional standards that capture the important aspects of teaching. These standard-setting efforts are being led by the new National Board for Professional Teaching Standards, established in 1987 and the first professional body (a majority of its members are teachers) to set standards for accomplished teaching; the Interstate New Teacher Assessment and Support Consortium (INTASC, 1991), a consortium of thirty-two states working with teachers and teacher educators to develop "National Board-compatible" licensing standards; and the National Council for Accreditation of
of using words from his students' work. Even after he had finished the assessment, he continued to experiment with the changes he had begun. "I can't turn it off," he reports (Bradley, 1994, p. 25). Shirley Bzdewka, a teacher in Dayton, New Jersey, agrees. In addition to creating a group of colleagues with whom she continues to share ideas and solve problems, the assessment process deepened her approach to teaching: "I know I was a good teacher. But... I am a much more deliberate teacher now. I can never, ever do anything again with my kids and not ask myself, 'Why? Why am I doing this? What are the effects on my kids? What are the benefits to my kids?' It's not that I didn't care about those things before, but it's on such a conscious level now" (Bradley, 1995, p. 1).

These same effects on practice are reported by beginning teachers who have experienced the National Board-compatible assessments created by the INTASC consortium. The INTASC standards call for a staged set of examinations that tap knowledge about subject matter and about teaching and learning at the end of preservice education and then assess applied teaching skills when the candidate is practicing under supervision during an internship or induction year. The assessments examine how teachers plan and guide instruction around new standards for student learning, evaluate student learning and adapt teaching accordingly, use a variety of curriculum materials, and handle problems of practice. Tightly linked to subject area standards, the portfolio emphasizes content pedagogy along with the capacity to attend to student needs. For example, in mathematics, one assessment task requires teachers to plan an instructional unit structured around National Council of Teachers of Mathematics standards of mathematical problem solving, reasoning, communication, and connections; show how they use curriculum tools including manipulatives and technology; and reflect on and revise the instruction in practice. Other tasks require teachers to analyze student work and assess learning for purposes of planning, diagnosis, feedback, and grading.

A 7th-grade math teacher in Stamford, Connecticut, described how this assessment process was much more helpful to him than classroom observations. After he recorded each lesson every day for six weeks, he explained, "I would have to reflect on it—what I had done and how I would change the lesson to make it better, and [answer] basic questions like: How did I meet the needs of every student?" He recalled that "although I was the reflective type anyway, it made me go a step further. I would have to say, okay, this is how I'm
going to do it differently. I think it made more of an impact on my
teaching and was more beneficial to me than just one lesson in which
you state what you're going to do. . . . The process makes you think
about your teaching and reflect on your teaching. And I think that's
necessary to become an effective teacher."

NCATE's new standards incorporate these ideals into expectations
for what schools of education will prepare their candidates to do. To-
gether the NCATE, INTASC, and National Board standards establish
a continuum for what teachers need to know and be able to do from
the time they prepare to enter teaching through their development
of highly accomplished practice. The standards honor both rigorous
approaches to content and supportive relationships with students
grounded in deep understanding about learning and development.
In the past few years, more than forty states have created partnerships
with NCATE that encourage the use of NCATE's standards for re-
viewing schools of education. More than twenty states have adapted
or adopted INTASC's standards for licensing, and more than fifteen
states have agreed to give credit for relicensing or advanced certifica-
tion to those who have been certified by the National Board. These
actions lay the initial foundations for professional teaching standards
that could ultimately influence practice; however, the real impact of
standards has yet to occur—that is, their widespread use in making
decisions about how institutions prepare teachers, how individuals
are admitted to teaching, and how advancement in the field is
acknowledged.

Legitimate questions can be raised about whether improving stan-
dards will create or exacerbate teacher shortages and whether standards
will limit access to historically underrepresented groups, as the profes-
sionalization of medicine did many years ago. Interestingly, the reverse
has historically been true in teaching. As Sedlak and Schlossman (1986)
found in their historical study: "It has proved possible, time and again,
to raise standards during periods of protracted shortage. Not only has
the raising of standards not exacerbated teacher shortages, it may
even—at least where accompanied by significant increases in teachers'
salaries—have helped to alleviate them and, at the same time, enhanced
popular respect for teaching as a profession" (p. 39).

During these periods of raised standards and salaries, representa-
tion of women and minorities remained stable or increased. However,
declines in the entrance of minority candidates to teaching occurred
during the 1970s and 1980s primarily because many able candidates
defected from teaching when other professions previously closed to
them opened up and teaching salaries declined (Darling-Hammond,
Pittman, & Ottinger, 1988). As teaching salaries increased once again,
along with standards, in the late 1980s and early 1990s, the numbers
of minority entrants to teaching have increased once again, although
not yet to levels that mirror the growing share of children of color in
the nation's schools (Darling-Hammond, Dilworth, & Bullmaster,
1996).

Today there is no absolute shortage of teachers but a shortage in
particular fields and locations. In fact nearly twice as many teachers
are prepared as actually enter teaching each year. Spot shortages occur
because of inattention to planning and recruitment: lack of national
and regional information about vacancies, lack of reciprocity in li-
censing across states, and the paucity of incentives for recruiting teach-
ers to the fields and locations where they are most needed. In addition
nearly 30 percent of new teachers leave within a few years of entry, es-
specially in the most disadvantaged districts that offer fewest supports,
leading to continual pressure for hiring. The most pressing need is to
equalize schools' resources and create a functional recruitment and
induction system with incentives and supports for teaching in high-
need areas (National Commission on Teaching and America's Future,
1996).

Finally, the most important concern in setting standards is that they
must represent meaningful goals for candidates and colleges to pur-
sue. The object in standard setting is not to increase the failure rates
of candidates but to improve the caliber of their preparation for the
real tasks of teaching. One of the most important aspects of the new
teaching standards is that like standards in other professions, they
bring clarity to the pursuit of teaching skills by focusing on the per-
formance of critical teaching tasks rather than on lists of particular
courses or tests of knowledge in forms too arcane and too distant from
the way that knowledge is actually used. Teaching candidates consist-
tently report that they learn from the new assessments—that the as-
sements actually help them develop and refine their skills. This
means that these assessments are enhancing teachers' abilities and the
overall capacity of the profession to do its work rather than merely ra-
tioning slots in a constrained labor market.

Implied in any performance-based licensing and accreditation sys-
tem is the expectation that meaningful and rigorous assessments for
licensing will be used with all candidates and that programs will need
to demonstrate that they can successfully prepare their students to meet the standards. A way to enhance the probability that states will create such systems of licensing and accreditation would be to create state professional standards boards like those that govern all other professions. Composed of expert teachers (eventually this will mean those who are board certified), other educators, and members of the public, such boards can give serious attention to professional standard setting undistracted by political concerns. As John Goodlad has observed: “The states . . . have found themselves with a set of internally conflicting demands: Improve quality, but guarantee a body in every public classroom . . . . Temporary and emergency certificates ease the shortage in times of undersupply; while in times of oversupply, a glut of teachers removes any rising interest in providing incentives for the improvement of quality. The call for higher salaries is muted when many of those teaching have done little to be temporarily certified, just as it is muted when there are dozens of applicants for each vacancy” (1990, pp. 94–95).

Pressures to keep salaries low, allow patronage hiring, and preserve schools of education as cash cows for their universities tend to politicize standard setting and create incentives for the status quo. In addition, policymakers’ lack of knowledge about what would make a real difference for teaching has allowed the continuation of licensing, hiring, and selection systems that often miss the point. For all these reasons, states that rely on legislatively directed state agencies to administer the agencies’ own standards have proved largely incapable of closing down shoddy schools of education, creating and enforcing meaningful standards of entry to teaching, or inspiring substantial changes in practice. Creating and maintaining a press for quality teaching and learning—and an understanding of what quality consists of—will ultimately depend on the creation of governance structures that reflect professional knowledge and commitments along with public involvement and oversight. Standards boards for teaching are one such vehicle for advancing a coherent thoughtful agenda for change grounded in what students need their teachers to know rather than what political interests will comfortably support.

Building and sustaining a well-prepared teaching force will also require local, state, and federal initiatives to strengthen the teaching profession. Initiatives will be needed to recruit and prepare new teachers, to strengthen and improve teachers’ initial preparation through meaningful reciprocal licensing systems and accreditation reforms, and to support teacher learning within schools.

The federal government has a leadership role to play in ensuring an adequate supply of well-qualified teachers just as it has had in ensuring an adequate supply of well-qualified physicians for the nation. When physician shortages were a major problem in the 1960s, Congress passed the 1963 Health Professions Education Assistance Act to improve the caliber of medical training, to create and strengthen teaching hospitals, to provide scholarships and loans to medical students, and to create incentives for physicians to train in shortage specialties and to locate in underserved areas. That sustained effort, continued for more than three decades, has had a substantial impact on the quality of medical care and training in this country and on the supply of physicians.

Similarly, federal initiatives in education should seek to recruit new teachers, especially in fields and locations facing shortages, through scholarships and forgivable loans for high-quality teacher education; strengthen teachers’ preparation through incentive grants to schools of education to redesign programs so they meet higher standards; and improve teacher retention and effectiveness through funding internship programs for new teachers in which they receive structured coaching in professional development schools. Building useful learning opportunities throughout each teacher’s career will require the involvement of every part of the system—and, as I describe in the following section, redesigning major parts of the system itself.

NEW STRATEGIES FOR TEACHER LEARNING

Developing the kinds of knowledge I outlined at the beginning of this chapter will require most teachers to move far beyond what they themselves experienced as students and thus to learn in ways that are more powerful than simply reading and talking about new pedagogical ideas (Ball & Cohen, in press). Learning to practice in substantially different ways than one has ever before experienced can occur neither through theoretical imaginings alone nor through unguided experience alone. Instead it requires a tight coupling of the two.

Teachers learn just as their students do: by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see. This kind of learning cannot occur solely in college classrooms divorced from engagement in practice or solely in school classrooms divorced from knowledge about how to interpret practice. Good settings for teacher
learning, in both colleges of education and schools, provide lots of opportunities for research and inquiry, for trying and testing, for talking about and evaluating the results of learning and teaching. The "rub between theory and practice" (Miller & Silvernail, 1994, p. 44) occurs most productively when questions arise in the context of real students and real work in progress where research and disciplined inquiry are also at hand.

Yet until recently many teacher education and ongoing professional development programs separated theory and application almost completely. People were taught to teach in lecture halls, from textbooks and teachers who frequently had not themselves ever practiced what they were teaching. Their courses on subject matter topics were disconnected from their courses on teaching methods, which were in turn disconnected from their courses on foundations and psychology. They completed this coursework before they began student teaching, which was a brief taste of practice typically appended to the end of their program with few connections to what had come before. In their student teaching classrooms, many encountered entirely different ideas from those they had previously studied because university- and school-based faculty did little planning or teaching together. Sometimes, cooperating teachers were selected with no regard for the quality or kind of practice they themselves engaged in. When prospective teachers finally entered their own classrooms, they could remember and apply little of what they had learned by reading in isolation from practice. Thus they reverted largely to what they knew best: the way they themselves had been taught.

In-service training programs were even less transformative. Large groups of teachers amassed in auditoriums after school had brief encounters with packaged prescriptions offered by outside consultants. Divorced from daily concerns and practice, these hit-and-run events were generally forgotten when the next day's press of events set in. Difficult problems of teaching and learning (How can I explain quadratic equations? What's keeping Ellen from being able to explain what she reads?) were never raised in these training contexts, much less explored and discussed.

Over the past decade many schools of education and school districts have begun to change these traditions. Stimulated by the efforts of the Holmes Group of education deans and the National Network for Educational Renewal, more than three hundred schools of education have created programs that extend beyond the confines of the traditional four-year bachelor's degree program, thus allowing more extensive study of the disciplines to be taught along with education coursework that is integrated with more extensive clinical training in schools. Some are one- or two-year graduate programs that serve recent graduates or midcareer recruits. Others are five-year models that allow an extended program of preparation for prospective teachers who enter teacher education during their undergraduate years. In either case the fifth year allows students to devote their energies exclusively to the task of preparing to teach through yearlong school-based internships that are woven together with coursework on learning and teaching.

A number of recent studies have found that graduates of extended (typically five-year) programs are not only more satisfied with their preparation, they are viewed by their colleagues, principals, and cooperating teachers as better prepared; are as effective with students as much more experienced teachers; and are much more likely to enter and stay in teaching than their peers prepared in traditional four-year programs (Andrew, 1990; Andrew & Schwab, 1995; Denton & Peters, 1988; Dyal, 1993; Long & Morrow, 1995; Shin, 1994).

Many of these teacher education programs have joined with local school districts to create professional development schools where novices' clinical preparation can be more purposefully structured. Like teaching hospitals in medicine, these schools are sites for state-of-the-art practice and are also organized to support the training of new professionals, extend the professional development of veteran teachers, and sponsor collaborative research and inquiry. Programs are jointly planned and taught by university- and school-based faculty. Cohorts of beginning teachers get a richer, more coherent learning experience when they are organized in teams to study and practice with these faculty and with one another. Senior teachers report that they deepen their knowledge by serving as mentors, adjunct faculty, co-researchers, and teacher leaders. Thus these schools help create the rub between theory and practice that teachers need in order to learn, and at the same time they create more professional roles for teachers and build teachers' knowledge in ways that improve both practice and ongoing theory building (Darling-Hammond, 1994).

These new programs typically engage prospective teachers in studying research and conducting their own inquiries through cases, action research, and the development of structured portfolios about practice. They envision the professional teacher as one who learns from
teaching rather than one who has finished learning how to teach, and
the job of teacher education as developing the capacity to inquire sensi-
tively and systematically into the nature of learning and the effects
of teaching. This is an approach to knowledge production like that
John Dewey (1929) sought—one that aims to empower teachers with
greater understanding of complex situations rather than to control
teachers with simplistic formulas or cookie-cutter routines for teach-
ing: “Command of scientific methods and systematized subject matter
liberates individuals; it enables them to see new problems, devise new
procedures, and in general, makes for diversification rather than for
set uniformity. . . . This knowledge and understanding render [the
teacher’s] practice more intelligent, more flexible, and better adapted
to deal effectively with concrete phenomena of practice. . . . Seeing
more relations he sees more possibilities, more opportunities. His abil-
ity to judge being enriched, he has a wider range of alternatives to select
from in dealing with individual situations” (pp. 12, 20–21).

When teachers investigate the effects of their teaching on students’
learning and when they read about what others have learned, they
come to understand teaching “to be an inherently problematic en-
deavor, rather than a highly routinized activity” (Houston, 1992,
p. 126). They become sensitive to variation and more aware of what
works for what purposes in what situations. Access to knowledge that
is nuanced and contingent allows them to become more thoughtful
decision makers.

Training in inquiry also helps teachers learn how to look at the world
from multiple perspectives, including the perspectives of students whose
experiences are quite different from the teachers’ own, and to use this
knowledge in developing pedagogies that can reach diverse learners.
Learning to reach out to students—those who are difficult to know as
well as those who are easy to know—requires boundary crossing, the
ability to elicit knowledge of others and to understand it when it is of-
fered. As Lisa Delpit (1995) notes, “we all interpret behaviors, informa-
tion, and situations through our own cultural lenses; these lenses
operate involuntarily, below the level of conscious awareness, making it
seem that our own view is simply ‘the way it is’” (p. 151). Teachers con-
cerned with democratic education must develop an awareness of their
perspectives and learn how to enlarge them to avoid the “communi-
centric bias” (Gordon, Miller & Rollok, 1990) that limits understanding
of areas of study as well as of those who are taught.

These goals suggest a new relationship between research and prac-
tice. For most of this century, policymakers sought knowledge that
would aid them in the remote control of teaching—generalizable dicta
that would shape the design specifications for teaching via texts, cur-
riculum packages, and teaching procedures. This trickle-down theory
of knowledge envisioned that teachers could get all they needed from
these tools and their teachers’ manuals: five rules for a foolproof class-
room management system or seven steps to a perfect lesson. When these
directives and materials proved inadequate to the real complexities of
teaching, teachers were left with whatever knowledge they had managed
to accumulate on their own, largely from personal experience.

The kind of learning found in rich professional development set-
tings has quite different features: it is centered around the critical ac-
tivities of teaching and learning—planning lessons, evaluating student
work, developing curriculum—rather than around abstractions and
generalities; it grows from investigations of practice through cases,
questions, analysis, and criticism; and it is built on substantial profes-
sional discourse that fosters analysis and communication about prac-
tices and values in ways that build collegiality and standards of prac-
tice (Ball & Cohen, in press). These elements are the building blocks for a seamless process of professional learning that begins in
preservice education, continues through the early years of induction,
and extends through years of developing accomplished practice. They
are the common features of continual professional learning in a grow-
ing number of restructured schools in the United States and in schools
elsewhere around the world.

Countries like Germany, Belgium, and Luxembourg have long re-
quired from two to three years of graduate study in education for
prospective teachers on top of an undergraduate degree—sometimes
with two disciplinary majors—in the subject(s) to be taught. Educa-
tion courses include the study of child development and learning,
pedagogy and teaching methods, plus an intensively supervised in-
ternship in a school affiliated with the university. Many other nations
have recently launched similar reforms. In 1989, both France and
Japan undertook major teacher education reforms to extend both uni-
versity- and school-based training. In France, all candidates must now
complete a graduate program of teacher education in newly created
“university institutes for the preparation of teachers” that are closely
connected to schools in their regions.
Building a Democratic Profession of Teaching

In Japan, graduate-level teacher education is encouraged but not required. There, as in Taiwan, a yearlong supervised internship, with a reduced teaching load that allows time for mentoring and additional study, is required for all entering teachers. By Japanese law, beginning teachers receive at least twenty days of in-service training during their first year on the job and sixty days of professional development. Master teachers are released from their classrooms to advise and counsel these beginning teachers. Early teaching experiences in both Japan and Taiwan involve new teachers in watching other teachers at length, discussing problems of practice, presenting and critiquing demonstration lessons, and with groups of colleagues, imagining and acting out how students might respond to certain presentations of material. In their study of mathematics teaching in Japan, Taiwan, and the United States, Stigler and Stevenson (1991) report that “[one of the] reasons Asian class lessons are so well crafted is that there is a very systematic effort to pass on the accumulated wisdom of teaching practice to each new generation of teachers and to keep perfecting that practice by providing teachers the opportunities to continually learn from each other” (p. 46). Because schools in other countries are structured for this kind of regular collegial exchange, teachers share knowledge and refine their practice throughout their careers.

Without such supports, learning to teach well is extremely difficult. Most U.S. teachers start their careers in disadvantaged schools where turnover is highest, are assigned the most educationally needy students whom no one else wants to teach, are given the most demanding teaching loads with the greatest number of extra duties, and receive few curriculum materials and no mentoring. After this hazing, many leave. Others learn merely to cope rather than to teach well. Not too much later, teachers are expected to know everything they will need for a career or to learn through workshops mostly on their own, with few structured opportunities to observe and analyze teaching with others. As one high school teacher who had spent twenty-five years in the classroom once told me: “I have taught 20,000 classes; I have been ‘evaluated’ thirty times; but I have never seen another teacher teach.” With this degree of isolation common, is it any wonder that shared knowledge and standards of practice are so difficult to forge?

Some school districts have begun to create new models of induction and ongoing professional development for teachers and principals. They feature mentoring for beginners and veterans, peer observation and coaching, local study groups and networks for de-

veloping teaching within specific subject matter areas (like the National Writing Project or the Urban Mathematics Collaboratives), teacher academies that offer ongoing seminars and courses of study tied to practice, and school-university partnerships that sponsor collaborative research, interschool visitations, and a variety of formal and informal learning opportunities developed in response to teachers’ and principals’ felt needs.

For example, at Wells Junior High, a professional development school working with the University of Southern Maine,

The whole notion of staff development was turned on its head. The emphasis shifted from outside consultants to in-house experts. Collaborative learning groups replaced the traditional lecture/demonstration format. Problem posing and problem solving supplanted the recipes and prescriptions for effective schools that teachers had heard for years and never managed to implement.

“Using the knowledge” became the starting point for developing a new view of staff development. The school staff redefined its use of the district’s allocated workshop days. Rather than providing time for formal presentations by outside consultants, the days were used for teachers’ review of research and for critical discussion and reflection. On one such day teachers spent two hours individually reading research about grouping. During another day, they worked in cooperative groups to share their perceptions on the research they had read. On yet another day, the staff met to engage in the process of consensus building with the goal of reaching a decision about grouping practices in the school [pp. 30, 31].

Similarly at Fairdale High School in Louisville, Kentucky, teachers’ research coupled with shared decision making produced major changes:

As part of a self-study, ten teachers followed ten children through a school day. When it was over, teachers said things like, “It was boring,” or, “You know, this isn’t a very humane place to be.” Another teacher reported that no adult had spoken to the child she was following the entire day. . . . Another activity that brought teachers together was reading about education and teaching. The teachers who went to Gheens Academy read and began to trade articles from The Kappan, Educational Leadership, and Education Week. . . . Even before participative
management was initiated at Fairdale, the teachers started changing things. In 1987 a steering committee consisting of elected teachers, students, administrators, support staff, and parents adopted operating procedures and set up task forces to study, design, and implement program changes. . . . "Make no mistake about it," [the principal] said, "we are into culture building here. We are building a community culture outside and a professional culture inside" [Kerchner, 1993, p. 39].

In other schools, teachers have organized their learning around the development of standards and assessments of student work, evaluating both student learning and the effectiveness of their own teaching in the process. The result is a greater appreciation for what matters and what works as well as what needs to change to promote student success.

Professional development strategies that succeed in improving teaching share several features (Darling-Hammond & McLaughlin, 1995). They tend to be

- Experiential, engaging teachers in concrete tasks of teaching, assessment, and observation that illuminate the processes of learning and development
- Grounded in participants' questions, inquiry, and experimentation as well as professionwide research
- Collaborative, involving a sharing of knowledge among educators
- Connected to and derived from teachers' work with their students as well as connected to examinations of subject matter and teaching methods
- Sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice
- Connected to other aspects of school change

These approaches shift from the old models of teacher training or in-service training in which an expert imparts new techniques in drive-by workshops to a model in which teachers confront research and theory directly, are regularly engaged in evaluating their practice, and use their colleagues for mutual assistance. Growing evidence suggests that investments in this kind of professional development not only make teachers feel better about their practice, they also reap learning gains for students, especially in the more challenging learning new standards demand (Cohen, in press; National Foundation for the Improvement of Education, 1995, 1996; Lampert & Eshelman, 1995; Little, 1993; LeMahieu & Sterling, 1991).

REDESIGNING THE TEACHING CAREER

Teachers and administrators get smarter about teaching when they are involved in both planning and doing rather than in the distinct and mutually exclusive roles carved out for them by Frederick Taylor's bureaucracy. In restructured schools, virtually all professional staff, including principals, teach at least part of the time and virtually all engage in a variety of other roles in the time made available to them once a school invests more resources in teaching. Schools and students also benefit when teachers can continue to develop and improve their expertise in a variety of ways and do not have to leave the classroom in order to be promoted. A new vision of the teaching career is needed that rewards the knowledge and expertise of those who work closest to children as highly as the skills of those who work furthest away and that makes those skills more widely available, thus enabling teachers to take on complementary hyphenated roles as school and program leaders, curriculum developers, mentors, staff developers, teacher educators, and researchers while they remain teachers.

In contrast to bureaucratic schemes that "promote" a few teachers to roles in the bureaucracy from which they are supposed to direct and guide the work of others, new approaches redesign the work and responsibilities of all teachers so that they have opportunities to engage in decision making, knowledge production, peer coaching, and continual redesign of teaching and schooling. In schools like International High, Central Park East Secondary, Wheeler Elementary, the Key School, and many others, teachers assume roles once traditionally reserved for others as they shape programs for their students and professional development opportunities for themselves, inquire into the effects of their practice, advise one another, and manage curriculum change. These activities embedded in the daily work of teaching directly increase teachers' knowledge and skills much more than traditional workshops ever could (Smylie, 1994; Darling-Hammond, Bullmaster, & Cobb, 1995).

At different times, individual teachers may want to take on different tasks that contribute to the work of their colleagues and the school. In schools that provide time and space for a broader teaching
role, like those that have restructured to provide at least ten hours a week for joint planning and collegial work, new leadership emerges in organic ways that resemble Howey's (1988) notion of career lattices, which permit "a dynamic interchange of roles and responsibilities" (p. 30) as needs for curriculum work, program development, research, and mentoring emerge within schools.

A few places have put many of the elements of effective teacher learning together and have begun to imagine and develop an entirely new teaching career (National Commission on Teaching and America's Future, 1996). In Cincinnati, Ohio, for example, new teachers begin their career in a five-year teacher education program developed by the University of Cincinnati in collaboration with the public schools. Candidates complete a bachelor’s degree in their subject area as well as a master's degree in teaching. They engage in ongoing clinical experiences in professional practice schools that involve local schools and faculties as partners in the preparation of teachers and the redesign of schooling. Starting in their second year candidates conduct classroom observations, research studies, and tutoring in these local sites; by the fifth year they complete a full-year internship that combines half-time teaching responsibility with coordinated seminars under the joint supervision of university- and school-based faculty.

Following this in-depth preparation, new teachers are assigned a mentor who is an expert consulting teacher in Cincinnati's Career-in-Teaching program. They receive intensive help throughout their first year from this mentor, who has been selected through a rigorous evaluation process and who has released time to work with beginners on developing their practice. At the end of the year the consulting teacher assesses the new teacher's performance and recommends continuation or dismissal to a governing board of teachers and administrators. The program has resulted in lower attrition of beginning teachers, higher levels of competence, and greater selectivity in decisions about who remains in the profession (National Commission on Teaching and America's Future, 1996).

Interns proceed through a career continuum that links collegial coaching, a wide array of learning opportunities, serious evaluation based on professional standards, and compensation based on competence and performance. Their efforts to develop their expertise are supported in part by the Mayerson Academy, a professional development collaborative endowed by the business community, which offers courses, action labs, study groups, and seminars with and for educators. If new teachers are evaluated positively after three to four years as "residents," they become professional teachers. A formal evaluation by the school principal is required at the third and fifth years, when the teacher applies for career status, and then for tenure. Salary steps for experience at these junctures—and at years seventeen and twenty-two—are contingent on evaluation. Altogether there are at least six points at which salary advancement is linked to performance.

Those who wish to can apply for lead teacher status after seven or more years. About three hundred of Cincinnati's three thousand teachers have passed the rigorous evaluation process—four to six classroom observations by expert teachers, interviews of an applicant's colleagues, and an extensive application that reveals the candidate's philosophy and experience. Obtaining National Board certification is another means of becoming a lead teacher. Lead teachers serve as consulting teachers for beginners and for veteran teachers who are having difficulty and as curriculum developers, clinical faculty in the districts' teacher education partnerships, and leaders for school-based teams and departments while they continue their own teaching. Additional stipends are just part of the reward of lead teaching. As lead teacher Helen Buswinksa explains: "Participating [as a lead teacher in a professional development school] has given me an occasion to think grandly about what it means to educate a teacher. In the process, my own vision of teaching has been nourished. As a member of both worlds, I am able to participate in the shaping of the next generation of teachers, to be part of the evolution of my profession" (National Commission on Teaching and America's Future, 1996, p. 97).

The evolution of the teaching profession is tightly interwoven with the future of U.S. schools and the opportunities that will be available to this nation's children. Democratic schools cannot evolve or survive without strong cords of commitment and shared learning that bind teachers to one another and powerful teaching that connects young people to their futures.

Note

1. Quotations from teachers are taken from interviews with them, unless otherwise noted.
Additional STEP Policy Regarding PACT Teaching Event

This policy provides additional guidance for the STEP Directors regarding a teacher candidate who fails the PACT Teaching Event. This policy should be read in conjunction with STEP’s related accreditation documents and program policies, which delineate appropriate measures for remediation and rescoring of PACT materials.

Under certain conditions, a candidate who fails the PACT Teaching Event and wishes to resubmit materials for rescoring is required to complete a full, original Teaching Event. Additionally, the resubmission and rescoring may not be practicable during the spring quarter of the current STEP calendar year.

Two options are available to candidates under these circumstances:

**Option 1**: If the candidate does not elect to resubmit materials for rescoring, he or she may apply for graduation with a Masters in June, and will not be recommended for a teaching credential. If the candidate elects to receive his/her degree in June, no subsequent option for resubmitting materials for the PACT Teaching Event or credential recommendation will be available.

**Option 2**: If the candidate wishes to resubmit PACT Teaching Event materials for rescoring, the following conditions and considerations apply:

1. The candidate must have successfully completed all other program requirements and be in good standing for consideration to score the resubmitted materials.
2. The candidate will be required to enroll in at least one quarter in the next academic year (summer, autumn, winter or spring), and cannot confer the master’s degree (or apply for graduation) prior to completion of the Teaching Event and subsequent scoring/appeal. Extensions beyond spring quarter of the next academic year will not be permitted.
3. The teacher candidate is responsible for all registration fees and tuition associated with enrollment in the additional quarter(s). Additional paperwork may also be required.

*Note regarding registration requirements:
All candidates must be registered students in the quarter in which the PACT Teaching Event takes place. Candidates must also be enrolled in the quarter in which an appeal of the evaluation takes place. Stanford requires that all students be enrolled in the quarter in which they receive their degrees.*
Part III: Supporting Assessment Documentation

The Stanford Teacher Education Program (STEP) conducts both summative and formative assessments of Multiple Subject and Single Subject candidates and graduates to help inform program design and ongoing efforts at program improvement. Four of these key assessments are described below.

1. Quarterly Assessments
University supervisors and cooperating teachers complete Quarterly Assessments of candidates’ clinical work in November, March, and May. These end-of-quarter assessments of candidates’ teaching practices are informed by the nine formal observation cycles candidates have had with their university supervisors and their ongoing classroom work with their cooperating teachers. Rather than asking for general comments about the quality of candidates’ teaching practice, the quarterly assessments provide benchmarks that reflect the domains of teaching specified by the California Standards for the Teacher Profession (CSTPs) and Teacher Performance Expectations (TPEs), and include tasks that facilitate candidates’ examination of their practice in relation to student learning. Supervisors and Cooperating Teachers are provided training and support for the effective and appropriate use of these assessment tools by STEP staff, primarily STEP clinical associates and experienced supervisors.

Accordingly, in their Quarterly Assessments of candidates’ clinical practice, cooperating teachers and university supervisors assess candidates’ ability to understand and organize subject matter for student learning, plan, and design learning experiences for all students, and assess student learning. Cooperating teachers and supervisors provide evidence that supports their assessments of candidates on each area of the standards. These observations also require candidates to reflect on how the theories they are learning in their coursework shape their practice. At the end of each quarter, the STEP Secondary director and STEP Elementary director review all quarterly assessments from both cooperating teachers and university supervisors. By the end of the academic year, candidates are expected to meet most standards at level 4 or at least 3.

At the end of Fall and Winter quarters, cooperating teachers and supervisors are asked to indicate whether a candidate’s performance is developing appropriately or is indicative of minor or serious concerns. At the end of Spring, each candidate’s summative performance is rated as ready for entry into the profession or indicative of minor or serious concerns.

In the rare case of candidate whose teaching performance indicates concerns, STEP directors, supervisor, cooperating teacher and other staff and faculty as relevant work together to develop an appropriate and timely remediation plan, provide support for and monitor candidates’ growth and development, and, if necessary, counsel candidates about additional remediation and/or alternative professional pathways, as appropriate and as provided for by Graduate School of Education and University policies (see Procedure for the Dismissal of Masters Students at GSE). Should a candidate have concerns about the fairness or accuracy of any part of STEP’s assessment system, he or she may employ the grievance procedures available to all Stanford graduate students.

2. Alumni Survey
Approximately every five years, STEP conducts a survey of its alumni. Through these surveys, the program is able to collect data on the long-term career trajectories of its alumni, where and how they are employed, in what types of schools they teach, and the leadership roles in which they participate. Other surveys focus on the perceptions of graduates about the efficacy of their preparation and reflections their current practices and employment contexts. In turn, STEP uses these data to gauge the program’s effectiveness and make any needed programmatic changes.

Our most recent alumni survey (2012) focused on professional pathways. Results indicated that 75% of survey respondents, all of whom graduated between 2002 and 2011, are employed as classroom teachers, and an additional 13% serve other roles within the field of education. 85% of alumni who are teaching work in public schools (including public charter schools), and over half of these respondents...
Elementary/Secondary Experienced Scorer Training

Part 1

Task
Individually, review the data of the past three year’s STEP Teaching Event scores and last year’s scores by content area.

As a group discuss the following:

A) What are our strengths and what might be the reasons for those aspects/rubrics being our strongest?
B) What are our weakest scores and what might be the reasons for those aspects/rubrics being our weakest?
C) Focus on Rubric 7 (A2) – Hypothesize as to why this rubric’s scores are consistently lower than most other rubrics

Part 2

Task
Individually, review rubric 7 and consider this prompt:

What is it that makes the difference between a score of 2 and a score of 3?

Individually, consider the STEP example – Read the candidate’s responses to the prompts for Task 4 (read other materials as necessary).

As a group discuss and answer the following questions:

A) What was the evidence for “targeted next steps” in this Teaching Event?
B) What else could count as evidence in this and other in classrooms?
C) Consider the Level 2 and level 3 criteria - What would evidence in respect of, “Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them.” actually look like?

Part 3

Task
As a group, prepare a document that could guide scorers and candidates as to what the evidence for Rubric 7 could look like.
(58%) teach in Title I schools. Additionally, 95% of respondents serve in leadership roles, ranging from sports coach to department chair to founder of a new school. Through their multifaceted involvement in their school communities, candidates demonstrate their responsibility for meeting the learning, social and emotional needs of all students. The program uses data like these as we consider how to support our alumni and how to train not only beginning teachers, but support life-long educators.

3. Exit Survey
In June of every year, STEP candidates are required to complete an Exit Survey. Coupled with an initial Entry Survey, the Exit Survey allows the program to assess candidates’ perceptions of the efficacy of their preparation.

The current Exit Survey provides feedback to the program on the following key domains:

1. Overall features of STEP
2. Sense of preparedness across key domains of classroom teaching (aligned with CSTPs and TPEs)
3. Reflections on the utility of specific coursework
4. Evaluation of summer school experience
5. Feedback on clinical work experiences
6. Attitudes and dispositions relevant to the teaching profession
7. Plans for future employment
8. General comments

Survey results are tabulated and reviewed at the program and leadership levels. Combined with other sources of data, the Exit and Entry surveys provide a valuable source of feedback to help inform the program’s direction and its ongoing efforts at improvement.

4. The PACT Teaching Event
STEP has chosen the PACT (Performance Assessment for California Teachers) as its Commission-approved model, and has adopted the PACT’s scoring and passing standards. (See rubrics and assessments used to measure candidate competence). The alignment of the Teacher Performance Expectations (TPEs) and CSTPs (California Standards for the Teaching Profession), as proposed by the Commission of Teacher Credentialing (CTC), comprehensively addresses different domains of practice and pedagogical knowledge.

Administration of the PACT to Candidates
STEP follows the state-approved guidelines for the administration of the Performance Assessment for California Teachers (PACT). Candidates for the Single Subject credential complete the Teaching Event (TE) during the independent student teaching phase of their year-long field placements, supported by a series of assignments in their spring EDUC246D: Secondary Seminar. Candidates for the Multiple Subject credential complete a Teaching Event in Elementary Literacy during the Winter Quarter, in conjunction with EDUC246G: Elementary Teaching Seminar, and supported by a series of related course activities and assignments. In addition, Multiple Subject candidates complete one Teaching Event task in each of the three additional core areas not addressed in the complete TE (mathematics, history/social science and science). The curriculum and instruction courses for each content area provide support for the completion of the Teaching Event and the additional tasks. Multiple Subject candidates collect the information needed to satisfy the PACT requirements in two different field placements, one in the early elementary grades and another in the upper grades.

Remediation for Candidates
The program only recommends candidates for a preliminary teaching credential who have met the passing score on the TPA. Candidates who are not successful in the assessment are given remedial assistance with the TPEs and allowed to retake the task/activity, as directed by agreed upon standards for the entire PACT Consortium. Under certain conditions, a candidate who fails the PACT Teaching
Event and wishes to resubmit materials for rescoring is required to complete a full, original teaching event. (Please see Additional STEP Policy Regarding PACT Teaching Event for further details.)

Assessor Selection
STEP maintains a community of qualified scorers in each of the credential areas offered in the program. Scorers at STEP include university supervisors, cooperating teachers, doctoral students who are experienced teachers in their respective content areas, as well as other educational leaders in our partner schools. Because scorers come from within the STEP community and therefore have already been vetted to serve the program in a number of capacities, they necessarily meet the criteria for scoring:

- familiarity with pedagogical content knowledge, content knowledge, and content standards in the teaching credential area scores
- familiarity with beginning teaching and common challenges for beginners
- the ability to evaluate the merit of teaching approaches that differ from their own
- experience in evaluating teachers in a variety of instructional and community settings
- successful completion of the entire training session set of modules, including calibration

Assessor Training, Calibration, and Recalibration
STEP follows the PACT Central Office’s multi-pronged approach to ensuring its assessors’ scoring accuracy and documentation. This approach includes local training and calibration of scorers, regional training of experienced scorers for double-scoring, periodic calibration of the Trainer with the PACT Central office, and annual recalibration of returning scorers.

Potential assessors who understand the above criteria and the responsibilities associated with scoring join returning scorers for a rigorous, comprehensive assessor training program. Only those assessors—new or returning—who complete the required training sequence and demonstrate initial calibration are allowed to score PACT teaching events.

STEP’s annual assessor training takes place in late March or early April and consists of a two-day set of training modules that include examination of benchmark assessments to familiarize assessors with how to match evidence to the scoring rubrics and how to select the appropriate score level on the eleven scoring rubrics. In advance of the two day training, the assessors read the benchmark. (See previous years’ agendas.) At the conclusion of STEP’s two-day scorer training, assessors must score a calibration Teaching Event and submit it to the trainer, or criterion scorer, who is calibrated periodically with the PACT Central office. To calibrate, an assessor’s scores, compared to the scores previously determined by the criterion scorer:

- Must result in the same pass/fail decision
- Must include at least six exact matches
- Cannot include any scores that are two away from the pre-determined score

STEP has two of its own trainers in each subject area who have received training in a Training of Trainers module for the credential area. Because STEP identifies scorers from within its own professional community, many scorers return each year (assuming they are successfully recalibrated) and are identified in advance by the PACT coordinator to attend the regional training for double-scoring. STEP does not anticipate a lack of experienced scorers in any subject area to complete double-scoring.

Scorers who do not initially calibrate, whose evidence does not match scores assigned, or who are found to be inaccurate when discrepancies in double scores are investigated will undergo a recalibration process. In the event that a scorer, after several attempts, does not appropriately reconnect with the rubric and become calibrated, STEP will identify another scorer to take his/her place. During the year, if it is found that a scorer is not providing accurate, consistent, and/or fair scores for a candidate’s
response, the Trainer intervenes. To date, STEP has not had scoring problem that has not been remedied by this process. In other words, our calibration and recalibration processes have been successful in providing us with systematically consistent and accurate scorers, and when individual issues arise, our processes for identifying and fixing these situations have been effective. Finally, every year all scorers—new and returning—are recalibrated.
See Submission Checklist under “Attachments,” navigated to by the paper clip in the left sidebar.
ANALYSIS OF TEACHING
Due: March 5

This assignment asks you to analyze one of your own lessons using recent video footage from your classroom. Learning to analyze your teaching is a key part of becoming a professional educator and reflective practitioner. For this assignment, we are asking you to videotape yourself enacting one of the core practices we’ve focused on in class. Once you have recorded a lesson and identified a short segment of teaching (3-5 minutes), you will present this selection to your peers in class on March 5 and engage them in a discussion focused on questions of teaching and learning. There is no written component for this assignment.

Here are the components of this assignment:

☐ Identify an interactive core instructional practice that we’ve covered in C&I that you will enact with your students. Possible practices include:
  ➢ Instructional explanations
  ➢ Modeling
  ➢ Explicit strategy instruction
  ➢ Investigating student thinking
  ➢ Facilitating whole-class discussion
  ➢ Supporting language learners with comprehensible input and/or opportunities for language output

☐ Schedule and videotape this lesson.

☐ Review the video, and select a 3-5 minute video clip of your teaching to share with a small group within our class.

☐ Prepare for the in-class discussion with contextual info and 1-2 guiding questions (see Video Viewing Protocol).

☐ Make sure your video is cued up and ready to go.

You will be assessed based on the extent to which you:

- Select an appropriate video clip (3-5 minutes) that features a core instructional practice.
- Provide a concise summary of your teaching context, the context of the video, and the instructional practice it features.
- Frame the viewing of the video with 1-2 guiding questions.
- Respond professionally to the collegial discussion that follows the video.
- Respond in thoughtful and concrete ways on the Video Analysis Reflection (distributed in class on March 5).
Video Viewing Protocol

I. **(2 min) Context**

A. **Provide school, classroom, and lesson background.** Presenter briefly summarizes school site, class, the larger unit that contains this lesson, and the goals of this particular lesson.

Ex: “I teach at Buena Vista High School, a large, comprehensive school in Sunnyvale. I’m teaching a 9th-grade Composition and Literature course, and, in this clip, we’re focusing on the theme of survival using a variety of texts. In this lesson, the students are preparing to write a compare/contrast essay. We’re creating Venn diagrams comparing representations of survival in urban and rural areas.”

B. **Introduce purpose of video clip selection.** Presenter briefly summarizes (1) the core instructional practice targeted, (2) why they chose this practice, and (3) what questions viewers of the clip should consider while watching.

Ex: “The core instructional practice I’ve targeted in this clip is increasing language production among English learners because I find that, while students are comfortable speaking with partners, they are reluctant to share their ideas with the larger group. As you watch this clip, consider these questions: ____________________________________________?”

II. **(3-5 min) Text: Video Clip**

III. **(10 min) Discussion: Peer Response & Analysis**

Viewers discuss the clip shown, specifically addressing the core instructional practice and questions identified by the presenter. Given time, discussants may move on to discussing other aspects of the clip.

IV. **(3 min) Presenter Response**

Presenter responds to the question, “How have the comments of your peers helped you think about this clip and the core instructional practice it features?”
Name ____________________________________

Video Analysis Reflection

Use the space below to respond to the questions using concrete evidence (e.g., moments in video clips, specific feedback you received).

1. What did you learn:
   a. From watching yourself on video?

   b. From your colleagues’ feedback?

   c. From watching your colleagues teach?

2. What did you learn specifically about the core instructional practice you targeted in your video?

3. Other thoughts?
UNIT PLAN ASSIGNMENT
Complete Draft of Unit Plan Due: February 26
Final Unit Plan Due: March 12

Description of the Assignment

A major component of learning to teach is learning to design curriculum. For this assignment, you will be designing a unit of instruction that will pull together what you have been learning about teaching English. The unit must integrate the various components of the language arts. You will be sharing these units with your colleagues, so consider your audience to be a group of knowledgeable peers. The more detailed your unit plans, the more helpful they will be to you and to your colleagues in the future. We are hoping that you will be able to teach these units (or some version of them) in your placements during the spring quarter. Because it is difficult to plan for “students” in the abstract, we ask that you plan this unit for the specific group of students that you are currently teaching.

Description of a Unit

Units are a way of organizing instruction into coherent “chunks” that make explicit connections among individual lessons and assessments. Unit plans provide a guide for teachers as they do their daily lesson planning and for students as they make connections among class activities and assignments. Units scaffold for student learning by building upon students’ developing knowledge, skills, and understandings. By starting with the learning targets in mind, teachers can better prepare students to meet those goals.

Units are typically between three and six weeks in length. They can be organized around discrete periods or genres (e.g., the Roaring Twenties, Romantic literature, autobiography, creative writing), broader themes (e.g., identity, the nature of humanity, family), or essential questions (e.g., What does the American dream look like in 2011? What role does the reinvention of self play in the American dream?). While units can focus on a single novel, strong units integrate the multiple aspects of the language arts and incorporate more than one text.

Various components of the unit will be due throughout the quarter to scaffold the assignment and to give you the opportunity to receive feedback from your peers and from us. Feedback on your plan from your cooperating teacher and/or supervisor, who have the local knowledge of your students and school, is invaluable.

Unit Plan Assessment

Your unit will be assessed using a checklist of the required components outlined in this assignment sheet and the criteria described in the directions for each unit component, which you will receive throughout the quarter.
Unit Components

I. Unit Overview, Due January 22
   A. Essential question, core text(s), and rationale
   B. Learning targets for 6 categories – Literary concept, reading strategy, writing, grammar, speaking & listening, and media/technology – with rationales for each target
   C. Links to relevant standards

II. Assessment Plan, Culminating assignment sheet & Rubric due January 29, Overall plan due February 12
   A. A rationale for how you will assess student learning as it relates to the targets you have set
   B. The specific grading plan for your unit
   C. The culminating assessment for your unit, including the assignment sheet students will receive and a rubric for how the assignment will be assessed
   D. A letter to parents introducing the unit, announcing the major projects and assignments, and explaining the grading policy you will use.

III. Unit Calendar, Due February 5
   A. The topic and learning goals for each day
   B. Possible activities or teaching strategies for the day
   C. Due dates for all unit assignments and homework
   Your calendar should demonstrate that you will incorporate a range of different instructional strategies and that you understand how to sequence and scaffold instruction.

III. Detailed Lessons, One lesson plan due February 19
   Submit at least 3 detailed daily lesson plans from your unit. These plans should be in a three-day sequence, where your instruction builds across each of the 3 days. The plans should reflect your understanding of the instructional strategies that we have discussed in class (e.g., discussions, modeling, guided practice, mini-lessons, groupwork) and should provide enough detail for other teachers to follow exactly what you and the students will be doing. They should also explicitly address how you will provide support for students who, for a variety of reasons, have difficulty with reading and writing (i.e., sheltering). You should make clear how your instructional methods facilitate all students’ achievement of your learning targets.

V. Resources and Materials
   In a “References” (APA) or “Works Cited” (MLA) section, list the primary and secondary sources for your unit, including literature, multimedia components, websites, critical material, acknowledgements, and special activities and/or handouts you have used in the construction of your unit.

VI. Reflection
   Write a reflective letter to your readers (your audience includes other teachers as well as us) that addresses what you have learned about unit planning through this assignment. How have your ideas about curriculum planning developed? What do you hope readers will see in your work? What do you feel are the strengths and weaknesses of this unit plan? What was most helpful to you in planning this unit?
FINAL UNIT PLAN CHECKLIST

Your unit plan is due at the beginning of class March 12. Please organize your unit plans in a binder in the following sequence. Use this checklist to ensure the completeness of your final plan.

I. Unit Overview
- Essential question, core text(s), and rationale
- Learning Targets for 5 categories with rationales for each target
- Links to the Common Core Standards

II. Unit Calendar and Three Lesson Plans
- The topic and learning goals for each day
- Activities, teaching strategies, and HW for each day
- Due dates for all unit assignments and homework
- 3 detailed lesson plans from your unit, including a rationale, LTs, procedure, etc.
- Any handouts or supplementary materials relating to lesson plans

III. Assessment Plan
- The culminating assignment sheet and rationale
- The analytic rubric for this assignment
- The specific grading plan for your unit
- A rationale for how you will assess student learning as it relates to your LTs
- A letter to parents introducing the unit, announcing the major projects and assignments, and explaining the grading policy you will use

IV. Resources and Materials
- In a “References” (APA) or “Works Cited” (MLA) section, list the primary and secondary sources for your unit, including literature, multimedia components, websites, critical material, acknowledgements, and special activities and/or handouts you have used in the construction of your unit.

V. Reflective Letter
- Write a reflective letter to your readers (your audience includes other teachers as well as us) that addresses what you have learned about unit planning through this assignment. How have your ideas about curriculum planning developed? What do you hope readers will see in your work? What do you feel are the strengths and weaknesses of this unit plan? What was most helpful to you in planning this unit?

VI. Unit Plan Cover Page
- Top off your final unit plan binder with a page that includes the EQ, the core text, your name, the date, and an image that represents this unit.
UNIT PLAN DRAFT CHECKLIST

Your unit plan draft (parts I-III) is due February 26; the final unit plan (parts IV-VI) is due March 12. Please organize your unit plans in a binder in the following sequence, and include this checklist with your 2/26 submission. Use this checklist and the Comments box to communicate to your workshop facilitator the level of completion and revision in your draft, as well as any questions.

I. Revised Unit Overview
   - Essential question, core text(s), and rationale
   - Learning Targets for 5 categories with rationales for each target
   - Links to the Common Core Standards

II. Revised Unit Calendar and Three Lesson Plans
   - The topic and learning goals for each day
   - Activities, teaching strategies, and HW for each day
   - Due dates for all unit assignments and homework
   - 3 detailed lesson plans from your unit, including a rationale, LTs, procedure, etc.
   - Any handouts or supplementary materials relating to lesson plans

III. Revised Assessment Plan
   - The culminating assignment sheet and rationale
   - The analytic rubric for this assignment
   - The specific grading plan for your unit
   - A rationale for how you will assess student learning as it relates to your LTs
   - A letter to parents introducing the unit, announcing the major projects and assignments, and explaining the grading policy you will use

Comments:

The following components are due with your final unit plan on March 12.

IV. Resources and Materials
   In a “References” (APA) or “Works Cited” (MLA) section, list the primary and secondary sources for your unit, including literature, multimedia components, websites, critical material, acknowledgements, and special activities and/or handouts you have used in the construction of your unit.

V. Reflective Letter
   Write a reflective letter to your readers (your audience includes other teachers as well as us) that addresses what you have learned about unit planning through this assignment. How have your ideas about curriculum planning developed? What do you hope readers will see in your work? What do you feel are the strengths and weaknesses of this unit plan? What was most helpful to you in planning this unit?

VI. Unit Plan Cover Page
   Top off your final unit plan binder with a page that includes the EQ, the core text, your name, the date, and an image that represents this unit.
Detailed Lesson Plan
Due: February 19

For next week, draft the three detailed lesson plans that will be included in your unit. Choose a sequence of days from your calendar that is particularly complex, layered, and/or interactive. The three lessons need to be contiguous. Bring 3 hard copies of one lesson plan (excluding the handouts and other resources) to use during workshop time. Upload all three lessons (complete sets) to your Coursework Drop Box.

To situate the lessons, include brief rationale for your lesson plans (one rationale for all three lessons), that contains:

- A one-sentence overview of your teaching context, including school, course, grade levels, number of minutes in lesson (e.g., “This 90-minute lesson is designed for junior American Literature students at Buena Vista High School.”).
- A description of where it falls in the sequence of your unit (e.g., “These lessons plans occur during the first week of my Unit Calendar.”).
- The ways in which they addresses your essential question.
- The factors that have influenced the design. Be explicit about how your lessons address differentiation or support English learners by increasing comprehensible input and building opportunities for language output.

You may use any format for your lesson plans that works for you. Whatever format you choose, please include the following components in this order:

- The learning target(s) the lessons address.

- A detailed, sequential procedure. Describe each activity you have planned for that period and the duration of each activity. Specify what the teacher will be doing and what students will be doing for each activity, and pay explicit attention to the language demands of your lesson and the support you plan for students who have difficulty with reading, writing, speaking, and/or listening. Be sure to provide enough information that a colleague could follow your lesson plan. The procedure should reflect your understanding of the instructional practices we have discussed and the ways of sequencing that instruction, including:
  - A brief hook to launch the lesson.
  - An instructional explanation of concepts in terms that adolescents can understand.
  - Explicit modeling.
  - Opportunity for guided practice.
  - A plan for independent practice.

- A description of how you will assess the extent to which students have met the learning targets for the day.

- Homework assignment(s).

- Handouts, overheads, resources, other supporting materials.
ASSESSMENT PLAN
Due: February 12

The full Assessment Plan for your unit will include the following 5 components:
1. The (revised) culminating assignment sheet for your unit with a rationale
2. The (revised) analytic rubric for the culminating assignment
3. The specific grading plan for your unit
4. A rationale for how you will assess student learning as it relates to your Learning Targets
5. A letter to families introducing the unit

By now, you have submitted the first two components, and next week you will submit these components along with drafts of the remaining pieces of your Assessment Plan, including:

Grading Plan
Spell out the grading plan you will use for your unit, following these steps:
• List all assignments that will receive a grade of some kind. (You may decide to add new assessments to your unit.)
• Provide brief descriptions of the major and minor assignments for the unit.
• Show how each assignment will be graded (points, rubric score, letter grade, etc), and how each assignment will contribute to the student’s final grade.

Rationale
Write a concise rationale (500-600 words) for your Assessment Plan. Explain:
• How your learning targets are reflected in the plan
• The relative weight of each learning target in the overall grade of a student
• Your philosophy of student assessment and the reasons you will be using the types of assessment and grading you have outlined

Letter to Families
Write a one-page letter to your students’ families. In this letter, be sure to:
• Introduce the unit
• Announce the major projects and assignments
• Explain the grading policy you will use

Use Assessment Plans from previous STEP units to help you think about your draft. Bring enough hard copies of your Grading Plan draft to class so that each workshop team member can interact with and offer feedback on your work; upload one complete copy (all 5 components) to your Coursework Drop Box for your workshop facilitator.
UNIT CALENDAR
Due: February 5

The next step in building a unit is to create a calendar that highlights how you will scaffold toward the specific learning targets that you have set as well as prepare students to successfully complete the culminating assignment. In your calendar, outline your daily plans with enough detail so that another teacher could follow the thinking behind your unit. Please bring 2 hard copies of your unit calendar draft to class on Tuesday, January 31.

Questions to ask yourself as you design the calendar:

• How will I address all the LTs sufficiently?
  o What scaffolding should I provide for each LT and for the culminating assessment?
  o How will I provide multiple opportunities for students to learn and practice these new skills and concepts?
• How will I prepare my students to engage with the core text(s)? How will I organize the reading of the text to provide appropriate support during class and at home?
• How will I maintain both coherence and variety within the sequence that I design? (For example, doing a daily journal entry every day will feel too repetitive to students, but having a random assortment of activities from day to day will feel disjointed.)
• How will I build upon homework assignments in subsequent instruction?

As you draft your calendar, be sure to do the following:

1) Format the calendar clearly.
   a) If possible, represent one week on each page.
   b) Format so that learning targets, daily activities, and homework are clearly indicated.
2) Reflect the constraints and structure of your setting.
   a) Represent the school day and school calendar (i.e., the length of each period that you teach, test schedules, pep rallies).
   b) Note established elements of your classroom routines (i.e., sustained silent reading, weekly quizzes, daily do-now activities).
3) Detail the instruction for each day.
   a) Identify the LTs addressed (e.g., “Writing 1, Literature 2”).
   b) Describe activities for each day.
   c) Designate homework, including specific reading assignments.
   d) State writing prompts for journals or other writing activities.
   e) State prompts and goals for classroom discourse, including small-group discussions.
   f) Note the use of auxiliary texts (i.e., poems, articles, advertisements).
   g) Indicate the use of graphic organizers and other instructional supports.

We encourage you to refer to calendars developed by previous STEP candidates. These samples offer a range of possible models for how to organize your calendar; you should feel free to adapt the format to meet your particular needs. Also, keep track of the sources from which you borrow activities or resources (a colleague, your CT, a published curriculum); you will need to include these citations in your final unit.
**CULMINATING ASSIGNMENT AND RUBRIC**

Due: January 29

This assignment gives you the opportunity to outline and justify the culminating assessment for your unit and to draft a rubric that outlines the specific criteria through which you will assess the culminating assignment. We will focus on these culminating assignments and rubrics during our workshop time next week; bring enough hard copies of your assignment sheet and rubric draft to class so that each group member can interact with and offer feedback on your work. Submit one copy of the culminating assignment sheet and rationale along with your rubric draft to your workshop facilitator. Here are the components of this week’s assignment:

<table>
<thead>
<tr>
<th><strong>Revised Unit Overview:</strong> Revise your EQs, LTs, and Rationale based on the feedback you receive.</th>
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<tbody>
<tr>
<td><strong>Assignment Sheet:</strong></td>
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<tr>
<td>Draft the assignment sheet you imagine handing out to students to explain the culminating assignment. This sheet should include:</td>
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<tr>
<td>☐ A brief intro paragraph that hooks student interest and connects the assignment to the unit</td>
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<tr>
<td>☐ A clear description of what you are asking students to do with explicit steps of the process</td>
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<tr>
<td>☐ The timeline you imagine students will follow</td>
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<tr>
<td>☐ The texts, materials, and resources involved</td>
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<tr>
<td>☐ The criteria by which the assignment will be assessed</td>
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<tr>
<td><strong>Rubric:</strong> Draft the rubric by which you will evaluate the culminating assignment. It should be an analytic rubric with descriptive criteria. Even if your placement uses a particular rubric, create one specifically tailored to your culminating assignment. Follow steps #1-3 of “The 6 Steps in Creating a Rubric.” Your rubric will be assessed on the extent to which it:</td>
</tr>
<tr>
<td>☐ Uses clear, specific descriptors to articulate what performance looks like at various levels of competence (see Spandel, p. 18, for a bulleted list of criteria)</td>
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<tr>
<td>☐ Describes the weight of various categories and the overall scale</td>
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<tr>
<td>☐ Is formatted clearly with titles for categories and titles and numbers for levels of competence</td>
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<tr>
<td><strong>Rationale:</strong></td>
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<tr>
<td>☐ Write a one-page (250-400 words), double-spaced rationale to explain your thinking about this assignment. Consider:</td>
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<tr>
<td>☐ How does it serve your essential question?</td>
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<td>☐ Which learning targets does it address, and how?</td>
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<tr>
<td>☐ What are the strengths and weaknesses of this assignment?</td>
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</table>
Assessment for Learning Assignment

Choose an area of mathematics that you or your CT will be teaching in the weeks ahead. Choose an area that is mathematically rich, for which students need to develop understandings of the mathematics.

Design an assessment that incorporates the principles of A4L. The essential features of this assessment include:

Communicating to students:
• What they need to be learning
• Where they are now
• Ways to close the gap between the two places – this last piece can be in your teaching.

The assessment needs to be ‘formative’ that is it needs to inform your teaching and the students’ learning.

Your assessment could take place over one or more lessons. Conduct your assessment with at least 10 students. Assessing the whole class is fine.

The class readings, especially “Working inside the Black Box” (week 7) will give you lots of ideas of A4L strategies, such as self and peer assessment.

In your assignment.

1. Describe the mathematics that the students need to be learning, considering the content and the practices that are being taught. Link the mathematics to the common core standards. Be specific about your learning goals for students.

2. Describe your design of the A4L assessment, explaining why you chose the different features. NOTE: Please include the assessment itself in an appendix to your paper.

3. Consider the assessment as it occurred in practice and analyze the students’ response to it. Please make sure to reference specific evidence from student work samples. You can include selections of student work embedded in your analysis. Make sure to analyze any patterns you notice.

4. Did the assessments help students learn? Why or why not? Explain how the students used the feedback they received, if they did.

5. Did they help you or your CT teach? Why or why not?

6. What are the advantages and disadvantages of A4L compared to more traditional assessments?

7. If you were to implement A4L again, what changes if any, would you make to the strategies you used?

8. In what ways has this assignment helped you develop as a teacher? How might it inform how you use assessment in the future?
Summer Mathematics Reflection

This summer you have observed many examples of teaching in your school placement at Sunnyvale Middle School and in class in C&I. You have apprenticed at teaching and you have worked on math problems with your peers in ways we hope you will engage your own students. You have read materials to challenge your thinking and have discussed ideas with your peers.

How have these experiences shaped your view of mathematics and mathematics teaching? Have you experienced cognitive dissonance? If so, when and why? Have you watched examples of teaching or learned ideas that made you uncomfortable? If so, why? Has anything particularly resonated with you?

Please reflect on what you have learned in the summer, and your thinking about the activities in which you have engaged. Tell us about anything that has moved you or had a strong impression – in any particular way. We are happy for you to choose whether to go into depth on one or a few experiences or look across a much wider group of experiences. It might be useful to reflect on your Math History, but this is up to you.

This assignment should be no longer than 5 pages (double-spaced, 12-point font, 1” margins). Remember that we are interested in the depth and thoroughness of your reflection.
Learning Segment Assignment
Due Thursday, 3/14 by 9 am (digital package to Coursework)

Description of the Assignment:

An important part of teaching involves planning lesson sequences, enabling students to engage with mathematics in different ways and to build careful conceptual connections over time. To plan effective lesson segments you will need to think carefully about published curriculum, adapting materials to fit the needs of students that you teach and, at times, you may design new activities. For this assignment you will be preparing a learning segment, drawing on what you have learned throughout the year about the teaching and learning of mathematics. The activities within your learning segment could include those you have designed from scratch, activities and materials that your school already uses, and/or other published materials. An important activity for you is to choose activities carefully and, where appropriate, to adapt them to meet the particular needs of your students and your own teaching goals.

In the spirit of backwards design, we will go through the process of establishing learning objectives, designing assessments, and then finally planning learning activities to help students reach those objectives and show evidence of this on the assessments.

You will be sharing components of your learning segment with us and we will also be asking you to review some work of your colleague's and give feedback. We hope that you will teach these learning segments in your placement classroom during the Spring quarter, so try to choose material that you are likely to be teaching between late March and early May. Because it is difficult to plan for "students" in the abstract, we ask that you plan this learning segment for your primary placement class.

What is a Learning Segment?

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts, skills and practices, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

Learning segments are a way of organizing instruction into coherent “chunks” that make explicit connections across individual lessons. The plan for the learning segment provides a guide for teachers as they do their daily lesson planning and for students as they try to see the connections among class activities and assignments. Effective learning segments can provide scaffolding for student learning by building upon students' growing knowledge, skills, and understanding. By starting with learning goals in mind, teachers can better prepare students to meet those goals.

You will plan a learning segment of approximately 4-5 hours of instruction, spanning at least 3 different lessons that is designed to develop students’ mathematical knowledge by developing a balance of conceptual understanding, procedural fluency, and mathematical reasoning. It should also foster positive student dispositions toward mathematics. The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content.
Your learning segment can be organized around specific mathematical concepts (e.g., similarity, symmetry); practices (e.g., modeling, justification); objects (e.g., conics, transformations); or ideas or applications that integrate concepts across content areas (e.g., packaging boxes, patterns & tessellations). Although some learning segments are primarily skill-based, we ask you to build a learning segment that integrates a balance of conceptual development, engagement in mathematical practices, and development of skills. Whatever the focus of your learning segment, we expect you to identify the “big ideas” students will be able to investigate as they work through it.

**Learning Segment Assessment**

We will assess your learning segment using a set of rubrics along the following dimensions:

- Selecting a central focus
- Unpacking the central focus
- Assessment and rationale
- Learning activities and rationale
- Mathematics and language demands
- Quality of writing
- Timeliness

Drafts of different components of the Learning Segment Assignment will be due throughout the quarter to provide additional structure to the assignment and to give you the opportunity to ask questions and receive feedback from your peers and from us. In addition, feedback on your plan from your cooperating teacher and/or supervisor will be invaluable, since they have local knowledge of your students and school.

On the following pages, we have listed all deadlines for drafts and the final assignment.

**Check-in Meetings**

You will meet with one of the instructors to check in about your learning segment during weeks 2 or 3 of the course. Sign-up times will be provided in class.
**Learning Segment Components**

<table>
<thead>
<tr>
<th><strong>Component</strong></th>
<th><strong>Due Date</strong></th>
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| 1 Meet with CT to discuss the following, and submit notes summarizing your discussion:  
  1. What is the possible content of the learning segment?  
  2. Where does this content fall within the broader curriculum (i.e. what units come before and after)?  
  3. When it will take place?  
  4. Are there any non-negotiables (e.g. curriculum, assessments you must use, etc.)?  
  5. What resources already exist and/or have been used in the past to teach this content?  
| Turn in: Notes with answers to all five questions                               | Week 2  
|                                                                              | Tuesday, 1/15 9 am                |
| 2 Concept map of central focus                                                | Week 3  
| Turn in: link to or pdf of concept map                                        | Tuesday, 1/22 9 am                |
| 3 Learning segment objectives and rationale                                   | Week 4  
| 1. Information about students’ prior learning opportunities  
  2. Central focus of the learning segment  
  3. Rationale for central focus  
  4. Prioritized learning objectives  
  5. Links to the Common Core Content and Practice Standards  
    (Include the CA state standards if relevant to your context)  
| Turn in: Narrative addressing all five bullets                                 | Tuesday, 1/29 9 am                |
| 4 Culminating assessment and rubric                                           | Week 5  
| 1. Develop an individual assessment that occurs *after* your learning segment that addresses your learning objectives  
  2. Develop a rubric to use with your assessment to assess student learning on your learning objectives  
<p>| Turn in: Assessment with solutions and rubric                                  | Tuesday, 2/5 9 am                 |</p>
<table>
<thead>
<tr>
<th>Week 5</th>
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<tbody>
<tr>
<td><strong>Learning segment calendar – see below for details</strong></td>
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<tr>
<td>Turn in: Learning segment calendar for each day of your learning segment</td>
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<th>Week 6</th>
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<td><strong>Tuesday, 2/12 9 am</strong></td>
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<th>Week 6</th>
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<td><strong>Tuesday, 2/12 9 am</strong></td>
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<th>Week 6</th>
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<tr>
<td><strong>Elaborated lesson plan</strong></td>
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<tr>
<td>Turn in: Elaborated lesson plan for 90 minutes of instruction</td>
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<th>Week 7</th>
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<td><strong>Tuesday, 2/19 9 am</strong></td>
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<th>Week 7</th>
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<tr>
<td><strong>Math task debriefs</strong></td>
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<tr>
<td>Turn in: Math task debriefs for each problem or task students will solve during the learning activities described in your elaborated lesson plan</td>
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<th>Week 8</th>
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<td><strong>Tuesday, 2/26 9 am</strong></td>
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<td><strong>Tuesday, 2/26 9 am</strong></td>
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<th>Week 9</th>
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<tr>
<td><strong>Commentary</strong></td>
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<td>Turn in: Written responses to all commentary prompts</td>
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<th>Week 9</th>
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<td><strong>Tuesday, 3/5 9 am</strong></td>
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<tr>
<th>Week 10</th>
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</thead>
<tbody>
<tr>
<td><strong>Final completed learning segment</strong></td>
</tr>
<tr>
<td>Turn in: one digital document including components 2-8</td>
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<th>Week 10</th>
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<tr>
<td><strong>Thursday, 3/14 9 am</strong></td>
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**Component 1: Meeting with your CT**

This discussion will help you narrow down the timing and focus of your learning segment. First, you should share details about this assignment with your CT, including the parameters of time and the importance of including learning opportunities for conceptual understanding, procedural fluency, and mathematical reasoning.

Make sure to discuss the following questions:

1. What is the possible content of the learning segment?
2. Where does this content fall within the broader curriculum (i.e. what units come before and after)?
3. When will it take place?
4. Are there any non-negotiables (e.g. curriculum, assessments you must use, etc.)?
5. What resources already exist and/or have been used in the past to teach this content?

Following the meeting, submit your notes to your Coursework dropbox.

The reality of teaching is that the content of your learning segment might change due to circumstances out of your control. Given this, you should be in continual contact with your CT about how this project is progressing.
Component 2: Concept map of central focus
Creating a concept map will help you explore how the mathematical topics in your learning segment are interrelated.
1. Explore the mathematical terrain by finding and solving multiple math tasks
2. Build on part 1 to generate a list of concepts, procedures, and practices related to the mathematical terrain
3. Organize and connect the concepts, procedures, and practices in a concept map

Component 3: Learning segment objectives and rationale
This task requires you to specify your learning objectives and rationale for them in narrative form. You will address the following topics:
1. Information about students’ prior learning opportunities
   This should be approximately one paragraph on context describing the learning opportunities that will preceded your learning segment.

2. Central focus of the learning segment
   This asks you to specify the big idea that students are working in your learning segment, and unpack the essential questions. Be sure to address how this builds on students’ prior learning opportunities.

3. Rationale for central focus
   Give a rationale for your choice of learning focus, beyond its inclusion in the standards. Basically, you are answering the question, “Why is this important for students to learn?”

4. Prioritized learning objectives
   a. What are the assessable and multi-dimensional mathematics learning objectives for your learning segment?
      (multi-dimensional includes concepts, procedures, mathematical practices, and positive disposition)
   b. What are the assessable and multi-dimensional academic language learning objectives for your learning segment?
      (multi-dimensional includes vocabulary, syntax, idioms, and peer communication demands)

5. Links to the Common Core Content and Practice Standards (Include the CA state standards if relevant to your context)
   Your learning goals should relate to both content and practice standards. This can be a bulleted list.
Component 4: Culminating assessment and rubric
For this component, you will draft the culminating assessment and rubric you will use to evaluate student learning. You should also include full solutions for all problems or tasks on your assessment.

Important assessment notes:
• Your culminating assessment needs to be individual.
• It does not need to address all of you learning objectives, but it needs to provide opportunities for students to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning.
• The assessment does not need to be lengthy.
• This assessment will be completed directly after your learning segment, not as one of your lessons.

The rubric should capture a range of student understanding. It should reflect ranges of proficiency on conceptual understanding, procedural fluency, and mathematical reasoning. It should connect clearly to your learning objectives.
**Component 5: Learning segment calendar**

A learning segment calendar should be detailed enough so that another teacher could follow the intent of your learning segment but not detailed enough to qualify as daily lesson plans. The calendar should:

- Identify the course and grade level you are teaching.
- Include the length of each period you teach
- Identify the learning goals/topics addressed each day
- Identify possible activities for each lesson
- Identify two possible teacher questions to be used at some point in the lesson
- Identify how you will incorporate formative assessment throughout the lessons (exit ticket, journal prompt, class work, presentations, etc.)
- Designate topic(s) and structure of homework assignments
- Include the use of technology in one segment of a lesson

A learning segment calendar might also:

- Include specific tasks descriptions and/or discussion or journal prompts
- Note references for supplemental texts and materials

Questions to ask yourself as you design the calendar (these do not need to be answered in writing):

1. How will I make sure all the learning goals are addressed?
2. What scaffolding do I need to provide for the culminating assessment(s)?
3. What is the most logical order in which to sequence the learning activities? Do the earlier activities cover material necessary for later ones?
4. Have I provided multiple opportunities for students to build an understanding of the big ideas in the learning segment, as well as opportunities for them to practice essential skills?
5. How will I build upon homework assignments in subsequent instruction?
6. Have I built in sufficient opportunities to assess student progress towards my learning goals?
7. How will I maintain both coherence and variety within the learning segment? (For example, doing a journal entry every day will feel too repetitive to students, but having a random assortment of activities from day to day will feel disjointed.)
Sample **daily** entry for a learning segment calendar:

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<tr>
<th>Monday, 60 min</th>
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<tr>
<td><strong>Topics/Learning Goals:</strong></td>
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<tr>
<td>- Students can identify what they will study in this learning segment, and note guiding questions about proportional growth and similar figures.</td>
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<tr>
<td>- Students correctly dilate figures manually on coordinate plane</td>
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<tr>
<td>- Students explore characteristics of similar polygons and conjecture that similar polygons have equal angles and side lengths that are in proportion</td>
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<td>Whole-Class Launch:</td>
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<td>“You’re blowing this all out of proportion!” On computer manipulate a photo so that it does and does not retain its proportions); informally discuss idea of images having the “same proportions”, similar figures and dilations. Introduce guiding questions.</td>
</tr>
<tr>
<td>Teacher models dilating polygon on coordinate plane.</td>
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<tr>
<td>Group Exploration:</td>
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<tr>
<td>Dilating figures by different <em>scale factors</em>. Conjectures about what remains the same and what changes under the dilation. Teacher “checkpoint”: make sure students have dilated correctly and press for conjectures about side lengths and angles.</td>
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<td>- What do you know about similar figures?</td>
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<td><strong>Homework:</strong></td>
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<td>Dilate a “C” (whole number, 1, and fraction scale factor). Calculate dimensions, area, and perimeter of original and dilated.</td>
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**Component 6: Elaborated lesson plan**

You should submit a detailed lesson plan (or two detailed lesson plans) for approximately 90 minutes of instruction - either one block period or two consecutive 45-minute periods.

The lessons you choose should develop students' procedural fluency, conceptual understanding, mathematical reasoning, and productive disposition.

Your plan(s) should include learning goals, participation structures, mathematical tasks, assessments, timings, and materials, and should demonstrate your understanding of a range of instructional strategies. It should also include details about your use of formative assessment.

You should provide enough detail in your plans for other teachers to follow exactly what you and your students will be doing in class.

Include a note about where your materials come from (directly from an outside source, adapted from an outside source, developed yourself). If you have made adaptations, write a sentence noting the rationale for your changes.

We will provide a range of lesson planning templates for you to choose from.
**Component 7: Math task debriefs**

Using a math debrief format, you need to solve all student math tasks that are included in your elaborated lesson plan. Anticipate possible correct student solution strategies, as well as possible errors, misconceptions, and challenges. You can use the template below:

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</tr>
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</tr>
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<td>What are some alternative solution strategies you anticipate might surface?</td>
<td></td>
</tr>
<tr>
<td>What are some potential challenges, misconceptions, or errors you anticipate might surface?</td>
<td></td>
</tr>
<tr>
<td>What issues around academic language might surface in this task? Consider both productive and receptive modalities.</td>
<td></td>
</tr>
</tbody>
</table>
  1. Vocabulary
  2. Syntax
  3. Idioms
  4. Peer communication demands

You can either type up your solutions or submit scans of handwritten work.

**Component 8: Commentary**

Please respond to the following prompts, including the prompt in the text:

1. How do key learning tasks in your learning segment build on each other to support student procedural fluency, conceptual understanding, mathematical reasoning, positive dispositions toward mathematics, and the development of 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.

2. Discuss how you will draw out and address anticipated misconceptions and common errors through your learning segment.

3. Explain how the collection of assessments (both formative and summative) from your plan allows you to evaluate your students’ learning of specific student standards/objectives and provide feedback to students on their learning.
Summer Mathematics Reflection

This summer you have observed many examples of teaching in your school placement at Sunnyvale Middle School and in class in C&I. You have apprenticed at teaching and you have worked on math problems with your peers in ways we hope you will engage your own students. You have read materials to challenge your thinking and have discussed ideas with your peers.

How have these experiences shaped your view of mathematics and mathematics teaching? Have you experienced cognitive dissonance? If so, when and why? Have you watched examples of teaching or learned ideas that made you uncomfortable? If so, why? Has anything particularly resonated with you?

Please reflect on what you have learned in the summer, and your thinking about the activities in which you have engaged. Tell us about anything that has moved you or had a strong impression – in any particular way. We are happy for you to choose whether to go into depth on one or a few experiences or look across a much wider group of experiences. It might be useful to reflect on your Math History, but this is up to you.

This assignment should be no longer than 5 pages (double-spaced, 12-point font, 1” margins). Remember that we are interested in the depth and thoroughness of your reflection.
Learning Segment Assignment
Due Thursday, 3/14 by 9 am (digital package to Coursework)

Description of the Assignment:

An important part of teaching involves planning lesson sequences, enabling students to engage with mathematics in different ways and to build careful conceptual connections over time. To plan effective lesson segments you will need to think carefully about published curriculum, adapting materials to fit the needs of students that you teach and, at times, you may design new activities. For this assignment you will be preparing a learning segment, drawing on what you have learned throughout the year about the teaching and learning of mathematics. The activities within your learning segment could include those you have designed from scratch, activities and materials that your school already uses, and/or other published materials. An important activity for you is to choose activities carefully and, where appropriate, to adapt them to meet the particular needs of your students and your own teaching goals.

In the spirit of backwards design, we will go through the process of establishing learning objectives, designing assessments, and then finally planning learning activities to help students reach those objectives and show evidence of this on the assessments.

You will be sharing components of your learning segment with us and we will also be asking you to review some work of your colleague's and give feedback. We hope that you will teach these learning segments in your placement classroom during the Spring quarter, so try to choose material that you are likely to be teaching between late March and early May. Because it is difficult to plan for "students" in the abstract, we ask that you plan this learning segment for your primary placement class.

What is a Learning Segment?

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts, skills and practices, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

Learning segments are a way of organizing instruction into coherent “chunks” that make explicit connections across individual lessons. The plan for the learning segment provides a guide for teachers as they do their daily lesson planning and for students as they try to see the connections among class activities and assignments. Effective learning segments can provide scaffolding for student learning by building upon students' growing knowledge, skills, and understanding. By starting with learning goals in mind, teachers can better prepare students to meet those goals.

You will plan a learning segment of approximately 4-5 hours of instruction, spanning at least 3 different lessons that is designed to develop students’ mathematical knowledge by developing a balance of conceptual understanding, procedural fluency, and mathematical reasoning. It should also foster positive student dispositions toward mathematics. The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content.
Your learning segment can be organized around specific mathematical concepts (e.g., similarity; symmetry); practices (e.g., modeling; justification); objects (e.g., conics; transformations); or ideas or applications that integrate concepts across content areas (e.g., packaging boxes; patterns & tessellations). Although some learning segments are primarily skill-based, we ask you to build a learning segment that integrates a balance of conceptual development, engagement in mathematical practices, and development of skills. Whatever the focus of your learning segment, we expect you to identify the “big ideas” students will be able to investigate as they work through it.

Learning Segment Assessment

We will assess your learning segment using a set of rubrics along the following dimensions:

- Selecting a central focus
- Unpacking the central focus
- Assessment and rationale
- Learning activities and rationale
- Mathematics and language demands
- Quality of writing
- Timeliness

Drafts of different components of the Learning Segment Assignment will be due throughout the quarter to provide additional structure to the assignment and to give you the opportunity to ask questions and receive feedback from your peers and from us. In addition, feedback on your plan from your cooperating teacher and/or supervisor will be invaluable, since they have local knowledge of your students and school.

On the following pages, we have listed all deadlines for drafts and the final assignment.

Check-in Meetings

You will meet with one of the instructors to check in about your learning segment during weeks 2 or 3 of the course. Sign-up times will be provided in class.
## Learning Segment Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet with CT to discuss the following, and submit notes summarizing</td>
<td>Week 2</td>
</tr>
<tr>
<td>the following, and submit notes summarizing your discussion:</td>
<td>Tuesday, 1/15</td>
</tr>
<tr>
<td>1. What is the possible content of the learning segment?</td>
<td>9 am</td>
</tr>
<tr>
<td>2. Where does this content fall within the broader curriculum (i.e.</td>
<td></td>
</tr>
<tr>
<td>what units come before and after)?</td>
<td></td>
</tr>
<tr>
<td>3. When it will take place?</td>
<td></td>
</tr>
<tr>
<td>4. Are there any non-negotiables (e.g. curriculum, assessments you</td>
<td></td>
</tr>
<tr>
<td>must use, etc.)?</td>
<td></td>
</tr>
<tr>
<td>5. What resources already exist and/or have been used in the past to</td>
<td></td>
</tr>
<tr>
<td>teach this content?</td>
<td></td>
</tr>
<tr>
<td>Turn in: Notes with answers to all five questions</td>
<td></td>
</tr>
<tr>
<td>2. Concept map of central focus</td>
<td>Week 3</td>
</tr>
<tr>
<td>Turn in: link to or pdf of concept map</td>
<td>Tuesday, 1/22</td>
</tr>
<tr>
<td>9 am</td>
<td></td>
</tr>
<tr>
<td>3. Learning segment objectives and rationale</td>
<td>Week 4</td>
</tr>
<tr>
<td>1. Information about students’ prior learning opportunities</td>
<td>Tuesday, 1/29</td>
</tr>
<tr>
<td>2. Central focus of the learning segment</td>
<td>9 am</td>
</tr>
<tr>
<td>3. Rationale for central focus</td>
<td></td>
</tr>
<tr>
<td>4. Prioritized learning objectives</td>
<td></td>
</tr>
<tr>
<td>5. Links to the Common Core Content and Practice Standards (Include the</td>
<td></td>
</tr>
<tr>
<td>CA state standards if relevant to your context)</td>
<td></td>
</tr>
<tr>
<td>Turn in: Narrative addressing all five bullets</td>
<td></td>
</tr>
<tr>
<td>4. Culminating assessment and rubric</td>
<td>Week 5</td>
</tr>
<tr>
<td>1. Develop an individual assessment that occurs after your learning</td>
<td>Tuesday, 2/5</td>
</tr>
<tr>
<td>segment that addresses your learning objectives</td>
<td>9 am</td>
</tr>
<tr>
<td>2. Develop a rubric to use with your assessment to assess student</td>
<td></td>
</tr>
<tr>
<td>learning on your learning objectives</td>
<td></td>
</tr>
<tr>
<td>Turn in: Assessment with solutions and rubric</td>
<td></td>
</tr>
<tr>
<td>Component</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Learning segment calendar – see below for details</td>
</tr>
<tr>
<td></td>
<td>Turn in: Learning segment calendar for each day of your learning segment</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Elaborated lesson plan</td>
</tr>
<tr>
<td></td>
<td>Turn in: Elaborated lesson plan for 90 minutes of instruction</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Math task debriefs</td>
</tr>
<tr>
<td></td>
<td>Turn in: Math task debriefs for each problem or task students will solve during the learning activities described in your elaborated lesson plan</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Commentary</td>
</tr>
<tr>
<td></td>
<td>Turn in: Written responses to all commentary prompts</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Final completed learning segment</td>
</tr>
<tr>
<td></td>
<td>Turn in: one digital document including components 2-8</td>
</tr>
</tbody>
</table>

**Component 1: Meeting with your CT**

This discussion will help you narrow down the timing and focus of your learning segment. First, you should share details about this assignment with your CT, including the parameters of time and the importance of including learning opportunities for conceptual understanding, procedural fluency, and mathematical reasoning.

Make sure to discuss the following questions:

1. What is the possible content of the learning segment?
2. Where does this content fall within the broader curriculum (i.e. what units come before and after)?
3. When it will take place?
4. Are there any non-negotiables (e.g. curriculum, assessments you *must* use, etc.)?
5. What resources already exist and/or have been used in the past to teach this content?

Following the meeting, submit your notes to your Coursework dropbox.

The reality of teaching is that the content of your learning segment might change due to circumstances out of your control. Given this, you should be in continual contact with your CT about how this project is progressing.
Component 2: Concept map of central focus
Creating a concept map will help you explore how the mathematical topics in your learning segment are interrelated.
1. Explore the mathematical terrain by finding and solving multiple math tasks
2. Build on part 1 to generate a list of concepts, procedures, and practices related to the mathematical terrain
3. Organize and connect the concepts, procedures, and practices in a concept map

Component 3: Learning segment objectives and rationale
This task requires you to specify your learning objectives and rationale for them in narrative form. You will address the following topics:
1. Information about students’ prior learning opportunities
   This should be approximately one paragraph on context describing the learning opportunities that will preceded your learning segment.

2. Central focus of the learning segment
   This asks you to specify the big idea that students are working in your learning segment, and unpack the essential questions. Be sure to address how this builds on students’ prior learning opportunities.

3. Rationale for central focus
   Give a rationale for your choice of learning focus, beyond its inclusion in the standards. Basically, you are answering the question, “Why is this important for students to learn?”

4. Prioritized learning objectives
   a. What are the assessable and multi-dimensional mathematics learning objectives for your learning segment? (multi-dimensional includes concepts, procedures, mathematical practices, and positive disposition)
   b. What are the assessable and multi-dimensional academic language learning objectives for your learning segment? (multi-dimensional includes vocabulary, syntax, idioms, and peer communication demands)

5. Links to the Common Core Content and Practice Standards (Include the CA state standards if relevant to your context)
   Your learning goals should relate to both content and practice standards. This can be a bulleted list.
Component 4: Culminating assessment and rubric
For this component, you will draft the culminating assessment and rubric you will use to evaluate student learning. You should also include full solutions for all problems or tasks on your assessment.

Important assessment notes:
- Your culminating assessment needs to be individual.
- It does not need to address all of you learning objectives, but it needs to provide opportunities for students to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning.
- The assessment does not need to be lengthy.
- This assessment will be completed directly after your learning segment, not as one of your lessons.

The rubric should capture a range of student understanding. It should reflect ranges of proficiency on conceptual understanding, procedural fluency, and mathematical reasoning. It should connect clearly to your learning objectives.
**Component 5: Learning segment calendar**

A learning segment calendar should be detailed enough so that another teacher could follow the *intent* of your learning segment but not detailed enough to qualify as daily lesson plans. The calendar should:

- Identify the course and grade level you are teaching.
- Include the length of each period you teach
- Identify the learning goals/topics addressed each day
- Identify possible activities for each lesson
- Identify two possible teacher questions to be used at some point in the lesson
- Identify how you will incorporate formative assessment throughout the lessons (exit ticket, journal prompt, class work, presentations, etc.)
- Designate topic(s) and structure of homework assignments
- Include the use of technology in one segment of a lesson

A learning segment calendar might also:

- Include specific tasks descriptions and/or discussion or journal prompts
- Note references for supplemental texts and materials

Questions to ask yourself as you design the calendar (these do not need to be answered in writing):

1. How will I make sure all the learning goals are addressed?
2. What scaffolding do I need to provide for the culminating assessment(s)?
3. What is the most logical order in which to sequence the learning activities? Do the earlier activities cover material necessary for later ones?
4. Have I provided multiple opportunities for students to build an understanding of the *big ideas* in the learning segment, as well as opportunities for them to practice essential skills?
5. How will I build upon homework assignments in subsequent instruction?
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The lessons you choose should develop students' procedural fluency, conceptual understanding, mathematical reasoning, and productive disposition.

Your plan(s) should include learning goals, participation structures, mathematical tasks, assessments, timings, and materials, and should demonstrate your understanding of a range of instructional strategies. It should also include details about your use of formative assessment.

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Include a note about where your materials come from (directly from an outside source, adapted from an outside source, developed yourself). If you have made adaptations, write a sentence noting the rationale for your changes.

We will provide a range of lesson planning templates for you to choose from.
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Using a math debrief format, you need to solve all student math tasks that are included in your elaborated lesson plan. Anticipate possible correct student solution strategies, as well as possible errors, misconceptions, and challenges. You can use the template below:

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2. Syntax  
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4. Peer communication demands |

You can either type up your solutions or submit scans of handwritten work.

**Component 8: Commentary**
Please respond to the following prompts, including the prompt in the text:

1. How do key learning tasks in your learning segment build on each other to support student procedural fluency, conceptual understanding, mathematical reasoning, positive dispositions toward mathematics, and the development of 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.

2. Discuss how you will draw out and address anticipated misconceptions and common errors through your learning segment.

3. Explain how the collection of assessments (both formative and summative) from your plan allows you to evaluate your students’ learning of specific student standards/objectives and provide feedback to students on their learning.
Assessment for Learning Assignment

Choose an area of mathematics that you or your CT will be teaching in the weeks ahead. Choose an area that is mathematically rich, for which students need to develop understandings of the mathematics.

Design an assessment that incorporates the principles of A4L. The essential features of this assessment include:

Communicating to students:
- What they need to be learning
- Where they are now
- Ways to close the gap between the two places – this last piece can be in your teaching.

The assessment needs to be ‘formative’ that is it needs to inform your teaching and the students’ learning.

Your assessment could take place over one or more lessons. Conduct your assessment with at least 10 students. Assessing the whole class is fine.

The class readings, especially “Working inside the Black Box” (week 7) will give you lots of ideas of A4L strategies, such as self and peer assessment.

In your assignment.

1. Describe the mathematics that the students need to be learning, considering the content and the practices that are being taught. Link the mathematics to the common core standards. Be specific about your learning goals for students.

2. Describe your design of the A4L assessment, explaining why you chose the different features. NOTE: Please include the assessment itself in an appendix to your paper.

3. Consider the assessment as it occurred in practice and analyze the students’ response to it. Please make sure to reference specific evidence from student work samples. You can include selections of student work embedded in your analysis. Make sure to analyze any patterns you notice.

4. Did the assessments help students learn? Why or why not? Explain how the students used the feedback they received, if they did.

5. Did they help you or your CT teach? Why or why not?

6. What are the advantages and disadvantages of A4L compared to more traditional assessments?

7. If you were to implement A4L again, what changes if any, would you make to the strategies you used?

8. In what ways has this assignment helped you develop as a teacher? How might it inform how you use assessment in the future?
Learning Segment Assignment

Due Thursday, 3/14 by 9 am (digital package to Coursework)

Description of the Assignment:

An important part of teaching involves planning lesson sequences, enabling students to engage with mathematics in different ways and to build careful conceptual connections over time. To plan effective lesson segments you will need to think carefully about published curriculum, adapting materials to fit the needs of students that you teach and, at times, you may design new activities. For this assignment you will be preparing a learning segment, drawing on what you have learned throughout the year about the teaching and learning of mathematics. The activities within your learning segment could include those you have designed from scratch, activities and materials that your school already uses, and/or other published materials. An important activity for you is to choose activities carefully and, where appropriate, to adapt them to meet the particular needs of your students and your own teaching goals.

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You will be sharing components of your learning segment with us and we will also be asking you to review some work of your colleague's and give feedback. We hope that you will teach these learning segments in your placement classroom during the Spring quarter, so try to choose material that you are likely to be teaching between late March and early May. Because it is difficult to plan for "students" in the abstract, we ask that you plan this learning segment for your primary placement class.

What is a Learning Segment?

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts, skills and practices, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

Learning segments are a way of organizing instruction into coherent “chunks” that make explicit connections across individual lessons. The plan for the learning segment provides a guide for teachers as they do their daily lesson planning and for students as they try to see the connections among class activities and assignments. Effective learning segments can provide scaffolding for student learning by building upon students' growing knowledge, skills, and understanding. By starting with learning goals in mind, teachers can better prepare students to meet those goals.

You will plan a learning segment of approximately 4-5 hours of instruction, spanning at least 3 different lessons that is designed to develop students’ mathematical knowledge by developing a balance of conceptual understanding, procedural fluency, and mathematical reasoning. It should also foster positive student dispositions toward mathematics. The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content.
Your learning segment can be organized around specific mathematical concepts (e.g., similarity; symmetry); practices (e.g., modeling; justification); objects (e.g., conics; transformations); or ideas or applications that integrate concepts across content areas (e.g., packaging boxes; patterns & tessellations). Although some learning segments are primarily skill-based, we ask you to build a learning segment that integrates a balance of conceptual development, engagement in mathematical practices, and development of skills. Whatever the focus of your learning segment, we expect you to identify the “big ideas” students will be able to investigate as they work through it.

**Learning Segment Assessment**

We will assess your learning segment using a set of rubrics along the following dimensions:

- Selecting a central focus
- Unpacking the central focus
- Assessment and rationale
- Learning activities and rationale
- Mathematics and language demands
- Quality of writing
- Timeliness

Drafts of different components of the Learning Segment Assignment will be due throughout the quarter to provide additional structure to the assignment and to give you the opportunity to ask questions and receive feedback from your peers and from us. In addition, feedback on your plan from your cooperating teacher and/or supervisor will be invaluable, since they have local knowledge of your students and school.

On the following pages, we have listed all deadlines for drafts and the final assignment.

**Check-in Meetings**

You will meet with one of the instructors to check in about your learning segment during weeks 2 or 3 of the course. Sign-up times will be provided in class.
## Learning Segment Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet with CT to discuss the following, and submit notes summarizing</td>
<td>Week 2</td>
</tr>
<tr>
<td>your discussion:</td>
<td>Tuesday, 1/15</td>
</tr>
<tr>
<td>1. What is the possible content of the learning segment?</td>
<td>9 am</td>
</tr>
<tr>
<td>2. Where does this content fall within the broader curriculum (i.e.</td>
<td></td>
</tr>
<tr>
<td>what units come before and after)?</td>
<td></td>
</tr>
<tr>
<td>3. When it will take place?</td>
<td></td>
</tr>
<tr>
<td>4. Are there any non-negotiables (e.g. curriculum, assessments</td>
<td></td>
</tr>
<tr>
<td>you must use, etc.)?</td>
<td></td>
</tr>
<tr>
<td>5. What resources already exist and/or have been used in the past</td>
<td></td>
</tr>
<tr>
<td>to teach this content?</td>
<td></td>
</tr>
<tr>
<td>Turn in: Notes with answers to all five questions</td>
<td></td>
</tr>
<tr>
<td>2. Concept map of central focus</td>
<td>Week 3</td>
</tr>
<tr>
<td>Turn in: link to or pdf of concept map</td>
<td>Tuesday, 1/22</td>
</tr>
<tr>
<td>3. Learning segment objectives and rationale</td>
<td>Week 4</td>
</tr>
<tr>
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</tr>
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<td>Tuesday, 2/5</td>
</tr>
<tr>
<td>learning segment that addresses your learning objectives</td>
<td>9 am</td>
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<tr>
<td>2. Develop a rubric to use with your assessment to assess student</td>
<td></td>
</tr>
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<td>learning on your learning objectives</td>
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</tr>
<tr>
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<tr>
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**Component 1: Meeting with your CT**

This discussion will help you narrow down the timing and focus of your learning segment. First, you should share details about this assignment with your CT, including the parameters of time and the importance of including learning opportunities for conceptual understanding, procedural fluency, and mathematical reasoning.

Make sure to discuss the following questions:

1. What is the possible content of the learning segment?
2. Where does this content fall within the broader curriculum (i.e. what units come before and after)?
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4. Are there any non-negotiables (e.g. curriculum, assessments you *must* use, etc.)?
5. What resources already exist and/or have been used in the past to teach this content?

Following the meeting, submit your notes to your Coursework dropbox.

The reality of teaching is that the content of your learning segment might change due to circumstances out of your control. Given this, you should be in continual contact with your CT about how this project is progressing.
Component 2: Concept map of central focus
Creating a concept map will help you explore how the mathematical topics in your learning segment are interrelated.
1. Explore the mathematical terrain by finding and solving multiple math tasks
2. Build on part 1 to generate a list of concepts, procedures, and practices related to the mathematical terrain
3. Organize and connect the concepts, procedures, and practices in a concept map

Component 3: Learning segment objectives and rationale
This task requires you to specify your learning objectives and rationale for them in narrative form. You will address the following topics:
1. Information about students’ prior learning opportunities
   This should be approximately one paragraph on context describing the learning opportunities that will preceded your learning segment.

2. Central focus of the learning segment
   This asks you to specify the big idea that students are working in your learning segment, and unpack the essential questions. Be sure to address how this builds on students’ prior learning opportunities.

3. Rationale for central focus
   Give a rationale for your choice of learning focus, beyond its inclusion in the standards. Basically, you are answering the question, “Why is this important for students to learn?”

4. Prioritized learning objectives
   a. What are the assessable and multi-dimensional mathematics learning objectives for your learning segment?
      (multi-dimensional includes concepts, procedures, mathematical practices, and positive disposition)
   b. What are the assessable and multi-dimensional academic language learning objectives for your learning segment?
      (multi-dimensional includes vocabulary, syntax, idioms, and peer communication demands)

5. Links to the Common Core Content and Practice Standards (Include the CA state standards if relevant to your context)
   Your learning goals should relate to both content and practice standards. This can be a bulleted list.
Component 4: Culminating assessment and rubric
For this component, you will draft the culminating assessment and rubric you will use to evaluate student learning. You should also include full solutions for all problems or tasks on your assessment.

Important assessment notes:
- Your culminating assessment needs to be individual.
- It does not need to address all of your learning objectives, but it needs to provide opportunities for students to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning.
- The assessment does not need to be lengthy.
- This assessment will be completed directly after your learning segment, not as one of your lessons.

The rubric should capture a range of student understanding. It should reflect ranges of proficiency on conceptual understanding, procedural fluency, and mathematical reasoning. It should connect clearly to your learning objectives.
Component 5: Learning segment calendar
A learning segment calendar should be detailed enough so that another teacher could follow the intent of your learning segment but not detailed enough to qualify as daily lesson plans. The calendar should:

- Identify the course and grade level you are teaching.
- Include the length of each period you teach
- Identify the learning goals/topics addressed each day
- Identify possible activities for each lesson
- Identify two possible teacher questions to be used at some point in the lesson
- Identify how you will incorporate formative assessment throughout the lessons (exit ticket, journal prompt, class work, presentations, etc.)
- Designate topic(s) and structure of homework assignments
- Include the use of technology in one segment of a lesson

A learning segment calendar might also:

- Include specific tasks descriptions and/or discussion or journal prompts
- Note references for supplemental texts and materials

Questions to ask yourself as you design the calendar (these do not need to be answered in writing):

1. How will I make sure all the learning goals are addressed?
2. What scaffolding do I need to provide for the culminating assessment(s)?
3. What is the most logical order in which to sequence the learning activities? Do the earlier activities cover material necessary for later ones?
4. Have I provided multiple opportunities for students to build an understanding of the big ideas in the learning segment, as well as opportunities for them to practice essential skills?
5. How will I build upon homework assignments in subsequent instruction?
6. Have I built in sufficient opportunities to assess student progress towards my learning goals?
7. How will I maintain both coherence and variety within the learning segment? (For example, doing a journal entry every day will feel too repetitive to students, but having a random assortment of activities from day to day will feel disjointed.)
Sample **daily** entry for a learning segment calendar:

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</thead>
<tbody>
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<td><strong>Topics/Learning Goals:</strong></td>
</tr>
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<td>- Students correctly dilate figures manually on coordinate plane</td>
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<td>- Students explore characteristics of similar polygons and conjecture that similar polygons have equal angles and side lengths that are in proportion</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>Whole-Class Launch:</td>
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<td>“You’re blowing this all out of proportion!” On computer manipulate a photo so that it does and does not retain its proportions); informally discuss idea of images having the “same proportions”, similar figures and dilations. Introduce guiding questions.</td>
</tr>
<tr>
<td>Teacher models dilating polygon on coordinate plane.</td>
</tr>
<tr>
<td>Group Exploration:</td>
</tr>
<tr>
<td>Dilating figures by different <em>scale factors</em>. Conjectures about what remains the same and what changes under the dilation. Teacher “checkpoint”: make sure students have dilated correctly and press for conjectures about side lengths and angles.</td>
</tr>
<tr>
<td>Whole class discussion:</td>
</tr>
<tr>
<td>Students present dilated shapes on overheads. Share observations about figures that have been dilated. Press for conjectures about side lengths and angles. Informally define <em>similar</em> figures.</td>
</tr>
<tr>
<td>Exit Slip/Pre-assessment:</td>
</tr>
<tr>
<td>- What do you know about similar figures?</td>
</tr>
<tr>
<td>- Which of these shapes (give four shapes) do you think is <em>not</em> similar to the other three? How can you tell?</td>
</tr>
<tr>
<td>- What questions do you have about similar figures?</td>
</tr>
<tr>
<td><strong>Homework:</strong></td>
</tr>
<tr>
<td>Dilate a “C” (whole number, 1, and fraction scale factor). Calculate dimensions, area, and perimeter of original and dilated.</td>
</tr>
</tbody>
</table>
Component 6: Elaborated lesson plan
You should submit a detailed lesson plan (or two detailed lesson plans) for approximately 90 minutes of instruction - either one block period or two consecutive 45-minute periods.

The lessons you choose should develop students' procedural fluency, conceptual understanding, mathematical reasoning, and productive disposition.

Your plan(s) should include learning goals, participation structures, mathematical tasks, assessments, timings, and materials, and should demonstrate your understanding of a range of instructional strategies. It should also include details about your use of formative assessment.

You should provide enough detail in your plans for other teachers to follow exactly what you and your students will be doing in class.

Include a note about where your materials come from (directly from an outside source, adapted from an outside source, developed yourself). If you have made adaptations, write a sentence noting the rationale for your changes.

We will provide a range of lesson planning templates for you to choose from.
**Component 7: Math task debriefs**
Using a math debrief format, you need to solve all student math tasks that are included in your elaborated lesson plan. Anticipate possible correct student solution strategies, as well as possible errors, misconceptions, and challenges. You can use the template below:

<table>
<thead>
<tr>
<th>How did you solve the task? (Include details such as diagrams, tables, calculations, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some alternative solution strategies you anticipate might surface?</td>
</tr>
<tr>
<td>What are some potential challenges, misconceptions, or errors you anticipate might surface?</td>
</tr>
<tr>
<td>What issues around academic language might surface in this task? Consider both productive and receptive modalities.</td>
</tr>
<tr>
<td>1. Vocabulary</td>
</tr>
<tr>
<td>2. Syntax</td>
</tr>
<tr>
<td>3. Idioms</td>
</tr>
<tr>
<td>4. Peer communication demands</td>
</tr>
</tbody>
</table>

You can either type up your solutions or submit scans of handwritten work.

**Component 8: Commentary**
Please respond to the following prompts, including the prompt in the text:

1. How do key learning tasks in your learning segment build on each other to support student procedural fluency, conceptual understanding, mathematical reasoning, positive dispositions toward mathematics, and the development of 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.

2. Discuss how you will draw out and address anticipated misconceptions and common errors through your learning segment.

3. Explain how the collection of assessments (both formative and summative) from your plan allows you to evaluate your students’ learning of specific student standards/objectives and provide feedback to students on their learning.
Learning Segment Assignment

Due Thursday, 3/14 by 9 am (digital package to Coursework)

Description of the Assignment:

An important part of teaching involves planning lesson sequences, enabling students to engage with mathematics in different ways and to build careful conceptual connections over time. To plan effective lesson segments you will need to think carefully about published curriculum, adapting materials to fit the needs of students that you teach and, at times, you may design new activities. For this assignment you will be preparing a learning segment, drawing on what you have learned throughout the year about the teaching and learning of mathematics. The activities within your learning segment could include those you have designed from scratch, activities and materials that your school already uses, and/or other published materials. An important activity for you is to choose activities carefully and, where appropriate, to adapt them to meet the particular needs of your students and your own teaching goals.

In the spirit of backwards design, we will go through the process of establishing learning objectives, designing assessments, and then finally planning learning activities to help students reach those objectives and show evidence of this on the assessments.

You will be sharing components of your learning segment with us and we will also be asking you to review some work of your colleague's and give feedback. We hope that you will teach these learning segments in your placement classroom during the Spring quarter, so try to choose material that you are likely to be teaching between late March and early May. Because it is difficult to plan for "students" in the abstract, we ask that you plan this learning segment for your primary placement class.

What is a Learning Segment?

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts, skills and practices, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

Learning segments are a way of organizing instruction into coherent “chunks” that make explicit connections across individual lessons. The plan for the learning segment provides a guide for teachers as they do their daily lesson planning and for students as they try to see the connections among class activities and assignments. Effective learning segments can provide scaffolding for student learning by building upon students' growing knowledge, skills, and understanding. By starting with learning goals in mind, teachers can better prepare students to meet those goals.

You will plan a learning segment of approximately 4-5 hours of instruction, spanning at least 3 different lessons that is designed to develop students’ mathematical knowledge by developing a balance of conceptual understanding, procedural fluency, and mathematical reasoning. It should also foster positive student dispositions toward mathematics. The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content.
Your learning segment can be organized around specific mathematical concepts (e.g., similarity; symmetry); practices (e.g., modeling; justification); objects (e.g., conics; transformations); or ideas or applications that integrate concepts across content areas (e.g., packaging boxes; patterns & tessellations). Although some learning segments are primarily skill-based, we ask you to build a learning segment that integrates a balance of conceptual development, engagement in mathematical practices, and development of skills. Whatever the focus of your learning segment, we expect you to identify the “big ideas” students will be able to investigate as they work through it.

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We will assess your learning segment using a set of rubrics along the following dimensions:

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- Learning activities and rationale
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  3. When it will take place?  
  4. Are there any non-negotiables (e.g. curriculum, assessments you must use, etc.)?  
  5. What resources already exist and/or have been used in the past to teach this content? | Week 2  
  Tuesday, 1/15  
  9 am |
| Turn in: Notes with answers to all five questions                          |                                 |
| **Component**<sup>2</sup> Concept map of central focus                    | Week 3                          |
| Turn in: link to or pdf of concept map                                    | Tuesday, 1/22  
  9 am |
| **Component**<sup>3</sup> Learning segment objectives and rationale      | Week 4                          |
| 1. Information about students’ prior learning opportunities               | Tuesday, 1/29  
  9 am |
| 2. Central focus of the learning segment                                  |                                 |
| 3. Rationale for central focus                                           |                                 |
| 4. Prioritized learning objectives                                        |                                 |
| 5. Links to the Common Core Content and Practice Standards (Include the CA state standards if relevant to your context) |                                 |
| Turn in: Narrative addressing all five bullets                            |                                 |
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| 1. Develop an individual assessment that occurs after your learning segment that addresses your learning objectives | Tuesday, 2/5  
  9 am |
<p>| 2. Develop a rubric to use with your assessment to assess student learning on your learning objectives |                                 |
| Turn in: Assessment with solutions and rubric                             |                                 |</p>
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<thead>
<tr>
<th></th>
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3. Organize and connect the concepts, procedures, and practices in a concept map

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This task requires you to specify your learning objectives and rationale for them in narrative form. You will address the following topics:

1. Information about students’ prior learning opportunities
   This should be approximately one paragraph on context describing the learning opportunities that will preceded your learning segment.

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- Include the use of technology in one segment of a lesson

A learning segment calendar might also:

- Include specific tasks descriptions and/or discussion or journal prompts
- Note references for supplemental texts and materials

Questions to ask yourself as you design the calendar (these do not need to be answered in writing):
1. How will I make sure all the learning goals are addressed?
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</table>

**Activities:**

Whole-Class Launch:
“*You’re blowing this all out of proportion!*” On computer manipulate a photo so that it does and does not retain its proportions); informally discuss idea of images having the “same proportions”, similar figures and dilations. Introduce guiding questions.

Teacher models dilating polygon on coordinate plane.

Group Exploration:
Dilating figures by different *scale factors*. Conjectures about what remains the same and what changes under the dilation. Teacher “checkpoint”: make sure students have dilated correctly and press for conjectures about side lengths and angles.

Whole class discussion:
Students present dilated shapes on overheads.
Share observations about figures that have been dilated. Press for conjectures about side lengths and angles. Informally define similar figures.

Exit Slip/Pre-assessment:
- What do you know about similar figures?
- Which of these shapes (give four shapes) do you think is *not* similar to the other three? How can you tell?
- What questions do you have about similar figures?

**Homework:**

Dilate a “C” (whole number, 1, and fraction scale factor). Calculate dimensions, area, and perimeter of original and dilated.
**Component 6: Elaborated lesson plan**
You should submit a detailed lesson plan (or two detailed lesson plans) for approximately 90 minutes of instruction - either one block period or two consecutive 45-minute periods.

The lessons you choose should develop students' procedural fluency, conceptual understanding, mathematical reasoning, and productive disposition.

Your plan(s) should include learning goals, participation structures, mathematical tasks, assessments, timings, and materials, and should demonstrate your understanding of a range of instructional strategies. It should also include details about your use of formative assessment.

You should provide enough detail in your plans for other teachers to follow exactly what you and your students will be doing in class.

Include a note about where your materials come from (directly from an outside source, adapted from an outside source, developed yourself). If you have made adaptations, write a sentence noting the rationale for your changes.

We will provide a range of lesson planning templates for you to choose from.
**Component 7: Math task debriefs**

Using a math debrief format, you need to solve all student math tasks that are included in your elaborated lesson plan. Anticipate possible correct student solution strategies, as well as possible errors, misconceptions, and challenges. You can use the template below:

<table>
<thead>
<tr>
<th>How did you solve the task? (Include details such as diagrams, tables, calculations, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some alternative solution strategies you anticipate might surface?</td>
</tr>
<tr>
<td>What are some potential challenges, misconceptions, or errors you anticipate might surface?</td>
</tr>
<tr>
<td>What issues around academic language might surface in this task? Consider both productive and receptive modalities.</td>
</tr>
</tbody>
</table>

1. Vocabulary  
2. Syntax  
3. Idioms  
4. Peer communication demands

You can either type up your solutions or submit scans of handwritten work.

**Component 8: Commentary**

Please respond to the following prompts, including the prompt in the text:

1. How do key learning tasks in your learning segment build on each other to support student procedural fluency, conceptual understanding, mathematical reasoning, positive dispositions toward mathematics, and the development of 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.

2. Discuss how you will draw out and address anticipated misconceptions and common errors through your learning segment.

3. Explain how the collection of assessments (both formative and summative) from your plan allows you to evaluate your students’ learning of specific student standards/objectives and provide feedback to students on their learning.
**Essential Question (EQ):**

- Record the essential question that will frame your unit. If you are debating among several versions of the question, list alternatives so that you can get some feedback about them.

**Core Text(s):**

- List the key texts (including author and genre) on which your unit will build. Be sure that – in addition to your core text – you have at least 2 supplementary texts.

**Rationale:**

- Include a rationale that succinctly (a few sentences per question) addresses the following:
  - Why have you selected this EQ? In what ways does it relate to the core text(s)?
  - How has your knowledge about your students influenced the EQ?
  - In what ways does the EQ meet the following criteria discussed in class?
    - Goes to the heart of the discipline
    - Raises other important questions
    - Requires consideration of alternatives and justification of answers
    - Provokes and sustains student interest
    - Recurs naturally throughout one’s learning allowing for transfer across subjects

**Learning Targets (LTs), Rationales, and Common Core Standards**

- For each of the 5 categories below, identify 1-2 LTs for your unit (i.e., What new knowledge or skill will students develop as a result of the instruction in this unit?).
  - Reading Strategy
  - Literature
  - Writing
  - Speaking & Listening (at least 1 LT should focus on ELLs)
  - Grammar

- For each category, write a brief (one-paragraph) rationale that connects each LT with the core text and your students’ needs.
- For each LT, identify the standard(s) to which it most closely corresponds. Include the grade level and the complete text of each standard.

* Please upload your assignment as a Word document to your Coursework Drop Box and bring 3 hardcopies to class for your workshop group.
CULMINATING ASSIGNMENT AND RUBRIC
Due: January 29

This assignment gives you the opportunity to outline and justify the culminating assessment for your unit and to draft a rubric that outlines the specific criteria through which you will assess the culminating assignment. We will focus on these culminating assignments and rubrics during our workshop time next week; bring enough hard copies of your assignment sheet and rubric draft to class so that each group member can interact with and offer feedback on your work. Submit one copy of the culminating assignment sheet and rationale along with your rubric draft to your workshop facilitator. Here are the components of this week’s assignment:

<table>
<thead>
<tr>
<th><strong>Revised Unit Overview:</strong> Revise your EQs, LTs, and Rationale based on the feedback you receive.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment Sheet:</strong> Draft the assignment sheet you imagine handing out to students to explain the culminating assignment. This sheet should include:</td>
</tr>
<tr>
<td>- A brief intro paragraph that hooks student interest and connects the assignment to the unit</td>
</tr>
<tr>
<td>- A clear description of what you are asking students to do with explicit steps of the process</td>
</tr>
<tr>
<td>- The timeline you imagine students will follow</td>
</tr>
<tr>
<td>- The texts, materials, and resources involved</td>
</tr>
<tr>
<td>- The criteria by which the assignment will be assessed</td>
</tr>
<tr>
<td><strong>Rubric:</strong> Draft the rubric by which you will evaluate the culminating assignment. It should be an analytic rubric with descriptive criteria. Even if your placement uses a particular rubric, create one specifically tailored to your culminating assignment. Follow steps #1-3 of “The 6 Steps in Creating a Rubric.” Your rubric will be assessed on the extent to which it:</td>
</tr>
<tr>
<td>- Uses clear, specific descriptors to articulate what performance looks like at various levels of competence (see Spandel, p. 18, for a bulleted list of criteria)</td>
</tr>
<tr>
<td>- Describes the weight of various categories and the overall scale</td>
</tr>
<tr>
<td>- Is formatted clearly with titles for categories and titles and numbers for levels of competence</td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
</tr>
<tr>
<td>- Write a one-page (250-400 words), double-spaced rationale to explain your thinking about this assignment. Consider:</td>
</tr>
<tr>
<td>- How does it serve your essential question?</td>
</tr>
<tr>
<td>- Which learning targets does it address, and how?</td>
</tr>
<tr>
<td>- What are the strengths and weaknesses of this assignment?</td>
</tr>
</tbody>
</table>
FINAL UNIT PLAN CHECKLIST

Your unit plan is due at the beginning of class March 12. Please organize your unit plans in a binder in the following sequence. Use this checklist to ensure the completeness of your final plan.

I. Unit Overview
   ☐ Essential question, core text(s), and rationale
   ☐ Learning Targets for 5 categories with rationales for each target
   ☐ Links to the Common Core Standards

II. Unit Calendar and Three Lesson Plans
   ☐ The topic and learning goals for each day
   ☐ Activities, teaching strategies, and HW for each day
   ☐ Due dates for all unit assignments and homework
   ☐ 3 detailed lesson plans from your unit, including a rationale, LTs, procedure, etc.
   ☐ Any handouts or supplementary materials relating to lesson plans

III. Assessment Plan
   ☐ The culminating assignment sheet and rationale
   ☐ The analytic rubric for this assignment
   ☐ The specific grading plan for your unit
   ☐ A rationale for how you will assess student learning as it relates to your LTs
   ☐ A letter to parents introducing the unit, announcing the major projects and assignments, and explaining the grading policy you will use

IV. Resources and Materials
   ☐ In a “References” (APA) or “Works Cited” (MLA) section, list the primary and secondary sources for your unit, including literature, multimedia components, websites, critical material, acknowledgements, and special activities and/or handouts you have used in the construction of your unit.

V. Reflective Letter
   ☐ Write a reflective letter to your readers (your audience includes other teachers as well as us) that addresses what you have learned about unit planning through this assignment. How have your ideas about curriculum planning developed? What do you hope readers will see in your work? What do you feel are the strengths and weaknesses of this unit plan? What was most helpful to you in planning this unit?

VI. Unit Plan Cover Page
   ☐ Top off your final unit plan binder with a page that includes the EQ, the core text, your name, the date, and an image that represents this unit.
Summer Mathematics Reflection

This summer you have observed many examples of teaching in your school placement at Sunnyvale Middle School and in class in C&I. You have apprenticed at teaching and you have worked on math problems with your peers in ways we hope you will engage your own students. You have read materials to challenge your thinking and have discussed ideas with your peers.

How have these experiences shaped your view of mathematics and mathematics teaching? Have you experienced cognitive dissonance? If so, when and why? Have you watched examples of teaching or learned ideas that made you uncomfortable? If so, why? Has anything particularly resonated with you?

Please reflect on what you have learned in the summer, and your thinking about the activities in which you have engaged. Tell us about anything that has moved you or had a strong impression – in any particular way. We are happy for you to choose whether to go into depth on one or a few experiences or look across a much wider group of experiences. It might be useful to reflect on your Math History, but this is up to you.

This assignment should be no longer than 5 pages (double-spaced, 12-point font, 1” margins). Remember that we are interested in the depth and thoroughness of your reflection.
UNIT PLAN DRAFT CHECKLIST

Your unit plan draft (parts I-III) is due February 26; the final unit plan (parts IV-VI) is due March 12. Please organize your unit plans in a binder in the following sequence, and include this checklist with your 2/26 submission. Use this checklist and the Comments box to communicate to your workshop facilitator the level of completion and revision in your draft, as well as any questions.

I. Revised Unit Overview
   - Essential question, core text(s), and rationale
   - Learning Targets for 5 categories with rationales for each target
   - Links to the Common Core Standards

II. Revised Unit Calendar and Three Lesson Plans
   - The topic and learning goals for each day
   - Activities, teaching strategies, and HW for each day
   - Due dates for all unit assignments and homework
   - 3 detailed lesson plans from your unit, including a rationale, LTs, procedure, etc.
   - Any handouts or supplementary materials relating to lesson plans

III. Revised Assessment Plan
   - The culminating assignment sheet and rationale
   - The analytic rubric for this assignment
   - The specific grading plan for your unit
   - A rationale for how you will assess student learning as it relates to your LTs
   - A letter to parents introducing the unit, announcing the major projects and assignments, and explaining the grading policy you will use

Comments:

The following components are due with your final unit plan on March 12.

IV. Resources and Materials
   In a “References” (APA) or “Works Cited” (MLA) section, list the primary and secondary sources for your unit, including literature, multimedia components, websites, critical material, acknowledgements, and special activities and/or handouts you have used in the construction of your unit.

V. Reflective Letter
   Write a reflective letter to your readers (your audience includes other teachers as well as us) that addresses what you have learned about unit planning through this assignment. How have your ideas about curriculum planning developed? What do you hope readers will see in your work? What do you feel are the strengths and weaknesses of this unit plan? What was most helpful to you in planning this unit?

VI. Unit Plan Cover Page
   Top off your final unit plan binder with a page that includes the EQ, the core text, your name, the date, and an image that represents this unit.
Journal Assignment

This journal reflection is intended to help you form a habit of thinking “regularly, thoroughly, and systematically” about mathematics teaching and learning. Your journal is intended to be the documentation of a continuous cycle of inquiry: questions, observations, conjectures, more questions, etc. Your assignment is to choose the most interesting (to you) and compelling issue that you’re currently grappling with in your placement.

Write at least 2-3 paragraphs reporting on or discussing this issue.

Please upload this to Coursework before class on
ANALYSIS OF TEACHING
Due: March 5

This assignment asks you to analyze one of your own lessons using recent video footage from your classroom. Learning to analyze your teaching is a key part of becoming a professional educator and reflective practitioner. For this assignment, we are asking you to videotape yourself enacting one of the core practices we’ve focused on in class. Once you have recorded a lesson and identified a short segment of teaching (3-5 minutes), you will present this selection to your peers in class on March 5 and engage them in a discussion focused on questions of teaching and learning. There is no written component for this assignment.

Here are the components of this assignment:

☐ Identify an interactive core instructional practice that we’ve covered in C&I that you will enact with your students. Possible practices include:
  ➢ Instructional explanations
  ➢ Modeling
  ➢ Explicit strategy instruction
  ➢ Investigating student thinking
  ➢ Facilitating whole-class discussion
  ➢ Supporting language learners with comprehensible input and/or opportunities for language output

☐ Schedule and videotape this lesson.

☐ Review the video, and select a 3-5 minute video clip of your teaching to share with a small group within our class.

☐ Prepare for the in-class discussion with contextual info and 1-2 guiding questions (see Video Viewing Protocol).

☐ Make sure your video is cued up and ready to go.

You will be assessed based on the extent to which you:

• Select an appropriate video clip (3-5 minutes) that features a core instructional practice.
• Provide a concise summary of your teaching context, the context of the video, and the instructional practice it features.
• Frame the viewing of the video with 1-2 guiding questions.
• Respond professionally to the collegial discussion that follows the video.
• Respond in thoughtful and concrete ways on the Video Analysis Reflection (distributed in class on March 5).
Video Viewing Protocol

I. (2 min) Context

A. **Provide school, classroom, and lesson background.** Presenter briefly summarizes school site, class, the larger unit that contains this lesson, and the goals of this particular lesson.

Ex: “I teach at Buena Vista High School, a large, comprehensive school in Sunnyvale. I’m teaching a 9th-grade Composition and Literature course, and, in this clip, we’re focusing on the theme of survival using a variety of texts. In this lesson, the students are preparing to write a compare/contrast essay. We’re creating Venn diagrams comparing representations of survival in urban and rural areas.”

B. **Introduce purpose of video clip selection.** Presenter briefly summarizes (1) the core instructional practice targeted, (2) why they chose this practice, and (3) what questions viewers of the clip should consider while watching.

Ex: “The core instructional practice I’ve targeted in this clip is increasing language production among English learners because I find that, while students are comfortable speaking with partners, they are reluctant to share their ideas with the larger group. As you watch this clip, consider these questions: ____________________________________________?”

II. (3-5 min) Text: Video Clip

III. (10 min) Discussion: Peer Response & Analysis

Viewers discuss the clip shown, specifically addressing the core instructional practice and questions identified by the presenter. Given time, discussants may move on to discussing other aspects of the clip.

IV. (3 min) Presenter Response

Presenter responds to the question, “How have the comments of your peers helped you think about this clip and the core instructional practice it features?”
Name ____________________________________

Video Analysis Reflection

Use the space below to respond to the questions using concrete evidence (e.g., moments in video clips, specific feedback you received).

1. What did you learn:
   a. From watching yourself on video?
      
      b. From your colleagues’ feedback?

   c. From watching your colleagues teach?

2. What did you learn specifically about the core instructional practice you targeted in your video?

3. Other thoughts?
Unit Plan
30% of course grade

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions for a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Five-Step Lesson: From that larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. Your assessments should include both receptive and productive skills. This learning segment may be used for the Teaching Event for PACT. The primary focus of the lesson should be on communicative proficiency.

Fully-Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out materials & resources for five components/tasks/activities. You will also need to include some degree of tailoring or differentiation in your task(s) to specific student needs. LLC III & IV teachers must include the teaching of academic language¹ in your task(s) at some point.

- One of your Setting the Stage activities
- One of your Comprehensible Input Presentation activities
- One of your Guided Practice activities
- One of your Independent Practice activities
- One Summative Assessment/Evaluation with Student Reflection

¹ The PACT Glossary defines Academic Language as 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, formal letter, news article) and other language-related activities typical of classrooms, (e.g., expressing disagreement, debating an issue, asking for clarification). Academic language includes both productive and receptive modalities.”
Assignment Instructions

Draft #1 - Due Tues 2/28
1. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Complete:
   a. Unit Overview/Class Context
   b. Unit Objectives/Goals
   c. Unit Assessment Plan
   d. →you may omit the California Standards until Draft #2
3. Self-evaluate your work by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to provide the commentaries at this point.
4. Email both instructors this draft to demonstrate completion. You will receive feedback in class from colleagues and instructor.
5. Bring in an actual hard copy to class to help your colleagues to give you feedback.

Draft #2 - Due Tues 3/6
1. Revise previous sections.
2. Complete:
   a. Unit Learning Plan
   b. Five-Step Lesson Plan Overview
   c. Comprehensible Input Introduction Task & Materials, to be taught (not other tasks yet)
   d. California Standards in the overview that you may have omitted under Unit Objectives
3. Update your self-evaluation in the Scoring Rubric.
4. Email both instructors this draft to demonstrate completion. You will only receive formal feedback on the Comp. Input presentation, but you may arrange to meet instructors during after-class office hours.

Draft #3 - Due Tues 3/20 (week after class ends)
1. Revise previous sections.
2. Complete:
   a. Develop/submit remaining required tasks (GP, IP, Asst)
3. Provide formal commentaries in the Scoring Rubric as indicated.
4. Submit all documents and resources² via email to both instructors, preferably as a single compressed zip file.
5. You will get feedback from instructors later via email (by 3/27).

² Submit digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, give a brief summary of the content and any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF version is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual "scan"). Please save each individual file using a file name that includes the name of the activity it accompanies ("Colors_of_Roberto's_clothing.doc").
Scoring Rubric
(Unit, 5-Step Lesson, Tasks and Materials)

- You'll receive one final “official” score when all drafts are complete.
- The score will be assigned holistically:

<table>
<thead>
<tr>
<th>Holistic Grade Translation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All scores within “Meeting” and “Exceeding” range = 8.7 to 10 (B+ to A+)</td>
</tr>
<tr>
<td>- A few scores within “Lacking” range = 7.8 to 8.3 (C+ to B-)</td>
</tr>
<tr>
<td>- A number of scores in “Lacking” range or below = 0 – 7.2 (No Credit to C-)</td>
</tr>
<tr>
<td>Resubmission may be required, with a maximum revised score of C.</td>
</tr>
<tr>
<td>- Instructors may require resubmission if any scores fall under “Not evident” or if submission is otherwise incomplete.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism, Preparation, Submission Requirements</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>1. <strong>You follow all assignment and submission instructions and include required resources/materials.</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>2. <strong>Unit/Lesson/Task Overviews are completely and correctly filled out. There is internal consistency among the Unit Overview and other documents.</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
</tbody>
</table>
3. Unit and lesson planning are clearly rooted in the philosophy of **backward design**:  
   a. Define learning **goals**
   b. Design **assessments** of evidence of goals
   c. Design **learning plan** designed for success on assessments.

4. Materials are free of language and content errors (English and target language) and are **well polished** (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.

5. Unit overview and **lesson plans** are complete and can be clearly understood by another teacher. Individual tasks can be clearly followed by another teacher.

6. Drafts show progressive **improvement** and submission shows attention to all instructor **feedback** and peer **collaboration**.

7. Unit, lesson, tasks and accompanying commentaries demonstrate sound knowledge of research/theoretical framework/principles regarding the process of **language acquisition** and effective teaching strategies as connected to **language** and **cultural/content** objectives.

**Focus and Balance**

8. Unit and lesson’s overall design connects to and realistically **builds towards** stated objectives. There is **sufficient** input/practice for students to meet stated objectives.
9. The unit and lesson’s tasks focus on **multiple dimensions** of language acquisition through clear **connections** among vocabulary/language functions/structures/text types and a **balance** of the four skills (L/R/S/W) and communicative modes in context.

<table>
<thead>
<tr>
<th></th>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

10. LLC III / IV only: Curriculum and tasks are designed to help students develop **academic language**.

<table>
<thead>
<tr>
<th></th>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

11. Unit’s instruction integrates the development and assessment of **cultural/content understanding** and/or knowledge. It demonstrates some awareness of or attempts at critical pedagogy.

<table>
<thead>
<tr>
<th></th>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

**Sequencing and Scaffolding**

12. Lesson’s progression of tasks is organized **coherently** and **cohesively** to guide students to build fluency and accuracy in their communicative proficiency. Individual tasks are sequenced using **scaffolding** or other structured support[^3] to guide students successfully through the tasks.

<table>
<thead>
<tr>
<th></th>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>Medium (2-3 short paragraphs)</th>
</tr>
</thead>
</table>

13. Curriculum is made accessible and meaningful to the students in the class through **tailoring** or **differentiation** with respect to prior levels of language acquisition, experiential backgrounds/interests, and/or for students with identified educational needs.

<table>
<thead>
<tr>
<th></th>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>Medium (2-3 short paragraphs)</th>
</tr>
</thead>
</table>

**Assessment**

[^3]: Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work, etc.
<p>| | | | |</p>
<table>
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<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.</strong> Assessment plan is likely to yield <strong>convincing evidence</strong> as to whether students have met all unit objectives: communicative proficiency, cultural/content understandings, etc.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15.</strong> Assessment(s) are organized cohesively and assess a balance of the <strong>multiple dimensions</strong> of language acquisition (skills/modes, communicative functions/vocabulary/structural accuracy/text types, etc.)</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16.</strong> Learning tasks provide students <strong>opportunities</strong> to develop proficiency in what is actually being assessed.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17.</strong> Teacher provides a balance of <strong>feedback</strong> to students and students periodically <strong>self-assess</strong> progress and <strong>reflect</strong> on feedback</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
</tr>
</tbody>
</table>
Unit Title: __________________

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions of a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Unit Overview
Give a paragraph-length overview of your unit's goals and any key tasks or assessments.
____________________________________________________

Class context
Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?
___________

Describe if you have any students that may benefit from any accommodations, adaptations, or other attention (students with IEPs/504 plans, HL learners, EL learners, GATE students, etc.):
___________

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?
___________
Unit Objectives

Map out your unit goals in the tables below. Throughout your unit, you will be expected to assess the goals you list below. However, if you have any goals that you don’t expect students to fully master or are simply for the sake of exposure, which you will not formally assess, please indicate so: “Students will be exposed to… / Students will become familiar with…”

<table>
<thead>
<tr>
<th>Primary Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>What current/newer communicative functions will students be able to do (communicate) in the target language by the end of this unit? What type of language structures or text types will students use to communicate these functions? Be sure to include all three communicative modes, to varying degrees.</td>
</tr>
<tr>
<td>Frame these as goals: “Students will be able to [function] using [language structure/text type]”</td>
</tr>
<tr>
<td>• Students will be able to understand the week’s weather by listening to a radio report. (interpretive)</td>
</tr>
<tr>
<td>• Students will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过去常常. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to describe theirs and others’ personalities using the verb “ser” with correct noun-adjective agreement in number and gender. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to describe theirs and others’ personalities using 他很聰明 (Subject+ adverb+ adjective) (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to give health advice to others using the subjunctive. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to give health advice to others using structures like 你有頭痛，也許你應該採取一些阿司匹林你累了，休息一下。 (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to demonstrate understanding of the main ideas and most details in extended discourse* (newspaper articles) on the topic of immigration. (interpretive)</td>
</tr>
<tr>
<td>• Students will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases*. (presentational)</td>
</tr>
</tbody>
</table>

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

•

•

•

Teachers of LLC III & IV: which of the above goals promote academic language development? Mark each with a double star (**).

<table>
<thead>
<tr>
<th>Content / Cultural Goals for Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
</tr>
<tr>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What provocative questions will foster inquiry, uncovery, understanding of big ideas, transfer of learning, and contextual glue for knowledge/skills?</td>
</tr>
</tbody>
</table>
| •
| •
| •

<table>
<thead>
<tr>
<th>Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What understandings are desired? Be sure to consider a variety of facets: Explain - Interpret - Apply - Perspective - Empathy - Self-Knowledge</td>
</tr>
<tr>
<td>• Students will understand that…</td>
</tr>
<tr>
<td>• Students will understand that…</td>
</tr>
</tbody>
</table>
- Students will understand that…

Which misunderstandings, if any, are predictable that you will need to actively address?
- 
- 

**Cultural / Content Knowledge Goals**
What key knowledge or “facts”, if any, will students attain as a result of this unit? Examples: Knowledge that enables/equips students to demonstrate or attain understanding, key terms, facts such as when a dynasty began/ended, ingredients in dishes typical of a country, where French is spoken in world, religions in Ecuador, names of major cities in the country
- 
- 

**Other Objectives (if any)**
What other skills will students develop or goals do you have, aside from those captured above? Examples: study skills, rules for participating in a Socratic discussion, technology skills such as run a spell check, cite a source, insert an image, etc.
- 
- 

**California WL Standards Addressed**
A. Content  B. Communication (with functions)  C. Cultures  D. Structures  E. Settings
Which Calif. WL standards are addressed in your unit? Include the actual numbering and text of the standards, adapted to the specifics of your unit:

________ (you may hold off on naming Calif standards until after you’ve developed the Learning Plan / Draft #2)

Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.
Unit Assessment Plan

✓ You must assess each of your (1) Primary Language Goals, (2) Content / Cultural Goals for Understanding, & (3) Cultural/Content Knowledge Goals (exception: goals above that you list for exposure/familiarity)
✓ Your assessment plan must monitor both production (speaking/writing) and reception (listening/reading) of the Primary Language Goals, in relative balance.
✓ Teachers of students at LLC III or LLC IV will need to include attention to Academic Language.
✓ You may combine or blend different assessment types in a given “test/quiz”, “project”, “presentation”, “essay”, etc. Just make it clear in your descriptions below.
✓ Review the unit’s scoring guide for scoring criteria of your work.

Authentic Performance Assessment(s)
Through what authentic performance task(s) will students demonstrate proficiency in your goals (language, culture, etc.) in a real-life context? Frame the performance task(s) using UbD’s GRASPS model (p159). Add additional box templates for tasks if needed.

| Task Title: __________________ |
| Which language and content/cultural unit goals will this particular task allow you to assess? (“Students will be able to… / will understand that…”) |
| • ______________ |
| • ______________ |
| • ______________ |
| Goal |
| Role |
| Audience |
| Situation |
| Product(s), Performance, Purpose |
| Standards & Criteria for Success → |
| Evaluative Criteria (a simplified scoring rubric) |
| Criteria you’ll be assessing/evaluating: | How well do students need to perform to meet that particular standard? |
|  |  |
|  |  |
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Other Assessment Types
Through what other tasks, if any, (e.g. “traditional” quiz/test, academic prompts, etc.) will students demonstrate achievement of the desired results? Add/delete box templates for tasks if needed.

<p>| Task Title: __________________ |
| Which language and content/cultural goals will this particular task allow you to assess? |
| __________________ |
| __________________ |
| __________________ |
| General format of |
| __________________ |</p>
<table>
<thead>
<tr>
<th>Criteria you’ll be assessing/evaluating:</th>
<th>How well do students need to perform to meet that particular standard?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
# Unit Learning Plan

- Unit Plan should last 2-4 weeks (450min-1200min)
- Review the unit’s scoring guide for scoring criteria.

What sequence of tasks/activities will prepare students to achieve the unit goals on the unit’s formal and informal assessments? In the table below, give a brief description of all activities, coding each with a blending of our traditional Five-Step Lesson and UbD’s WHERETO5 steps/element(s).

<table>
<thead>
<tr>
<th>Activity/Task Title:</th>
<th>Give a simple title to refer to throughout your lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing:</td>
<td>Give an estimate as to how much class time you expect to dedicate to the activity or task (e.g. 10-15min). Please note if any task is intended as homework. If the assignment will be completed at home as homework, please note so (e.g. “15min in class, rest as HW”). Homework will not count toward the unit’s time limits.</td>
</tr>
<tr>
<td>Lesson Step/Elements:</td>
<td>How you organize and make the goals accessible to your students. A given task may serve more than one purpose (e.g. UK, GP).</td>
</tr>
</tbody>
</table>

| W | Helps the students know Where the unit is going and What is expected of them; helps the teacher know Where the students are coming from (prior knowledge, interests) |
| SH | Sets the Stage. Hooks all students, or Holds their interest |
| CI | Provides students with Comprehensible Input connected to Primary Language Goals |
| UK | In an appropriately scaffolded way, helps students experience, explore, and Understand the cultural/content big ideas or essential questions; helps students learn key Knowledge. |
| GP | Provides students with scaffolded Guided Practice toward goals. |
| IP | Provides students with Independent Practice toward goals. |
| AE | An opportunity to deliberately Assess or Evaluate student progress. |
| AL | An opportunity for students to develop their Academic Language skills (only req’d for LLC III / IV). |
| R | Allows students to periodically reflect on or self-assess their progress towards unit or personal goals in a structured way. |

Skills & Modes Addressed: For example: “interpretive listening,” “interpersonal speaking & listening,” “presentational writing,” etc. If it’s a communicative task, name the mode and skill: interpersonal/interpretive/presentational + L/S/R/W. If it’s non/pre-communicative, such as a drill, just tell the skills involved (L/S/R/W). In English, just say “English”

Description of Task: Give a brief description of each activity (a short paragraph) to indicate which goals are being addressed. Be sure to explain in general terms what the teacher will be doing and what the students will be doing during the activity, and in what language. Please do not include the detailed procedural instructions here or how you will break up the task. You will explain some of the tasks in greater detail later when you fully design the components.

---

5 The WHERETO elements are introduced in UbD in figure 1.2 on p22 and explained in greater detail in Ch9 “Planning for Learning”, starting on p198
<table>
<thead>
<tr>
<th>Activity/Task Title</th>
<th>Timing</th>
<th>Lesson Step / Element(s)</th>
<th>Skills &amp; Modes Addressed</th>
<th>Description of Task</th>
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<tbody>
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</tbody>
</table>

**Total length of unit:**
(2-4 weeks ≈ 450min-1200min)
Five-Step Lesson Plan Overview

Five-Step Lesson: From the larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. The primary focus of the lesson should be on communicative proficiency.

Fully Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out five components/tasks/activities, including all of their respective resources:

✓ One of your Setting the Stage activities
✓ One of your Comprehensible Input Presentation activities
✓ One of your Guided Practice activities
✓ One of your Independent Practice activities
✓ One Summative Assessment/Evaluation with Student Reflection

Specific Required Elements:
✓ Include, to varying degrees, all four skills: listening, reading, writing, speaking.
✓ Your assessments should include both receptive and productive skills.
✓ Include some degree of tailoring or differentiation in one or more tasks for students with identified educational needs
✓ LLC III & IV teachers must include the teaching of Academic Language in your task(s) at some point

Five-Step Lesson Objectives

Primary Language Goals
What current/newer communicative functions will students be able to do (communicate) in the target language by the end of this Five-Step Lesson? What type of language structures or text types will students use to communicate these functions? What specific vocabulary or phrases will they acquire? Give a specific list.

Frame these as goals: “Students will be able to [function] using [language structure/vocabulary]”

Students will be able to...
Students will be able to...
Students will be able to...

What previous/older language, if any, are you purposefully recycling back in for reinforcement?
__________
__________

Teachers of LLC III & IV: which of the above goals promote academic language development? Mark each with a star (*).

Other Goals
Which of the larger unit’s content/cultural/other goals or skills will students be developing in this Five-Step Lesson? (Note: It is not expected that students will be able to demonstrate mastery if the unit will not yet have ended.)
__________
__________
__________

Five-Step Lesson Assessment Plan
Describe the nature of the evidence that you will use over the course of the entire lesson and explain how it will allow you to assess your students’ progress in each of the stated lesson objectives, both the primary language goals and the content/cultural goals. These may be formative assessments that will help you to alter instruction within a single day’s lesson or for subsequent days, or they may be summative assessments\(^6\) that allow you to formally determine the extent to which students have met all of your stated goals for the learning segment: checks for understanding, monitoring around the class, reviewing written student work, showing of hands, formal tests, presentations, etc.… Please copy and paste any of the boxes of assessment task descriptions from the Unit Assessment Plan.

---

### Five-Step Lesson Sequence of Tasks

Which tasks/activities fall within this Five-Step Lesson learning segment? Please copy and paste the entire series of tasks (including their descriptions) from the Unit Learning Plan above.

---

### Five-Step Lesson Materials/Resources

Give a simple list of all instructional materials needed to teach this entire 3-5 hour learning segment/lesson (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.).

- ______
- ______
- ______
- ______
- ______
- ______
- ______
- ______

---

\(^6\) Regardless of whether you choose to use formative assessments, a formal summative assessment, or a combination, you must employ an assessment plan that gives you confidence that your students have met your communicative goals. This must fit into the short window of 3-5 hours, so make sure your goals are not overly ambitious to teach and assess in that short time frame of 3-5 hours.
Setting the Stage &
Comprehensible Input Introduction Presentation

Task Title: ______________

- Introduce one (or more) language functions and text types to students in cultural context.
  - **function**: The ability to carry out tasks with language. May be receptive (listening and reading) or productive (speaking or writing).
  - **text type**: The form of the message produced or received (oral and written words/formulas, sentences, paragraphs, extended discourse).

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New</strong>: What communicative function(s) will students be acquiring in the target language during this introduction? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.</td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td><strong>Old</strong>: What previous language, if any, are you recycling back in for reinforcement?</td>
</tr>
<tr>
<td>________</td>
</tr>
</tbody>
</table>

**Other Objectives** (if any)

What other content/cultural/other goals or skills will students be developing in this task?

_______

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

- ________
- ________
- ________

Setting the Stage and Comprehensible Input Presentation Overview

Give an expanded description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation. In your description, be sure to include:

- estimated duration of the Setting the Stage and full Comprehensible Input Presentation
- how you'll ensure that the target input is comprehensible
- the organization, stages, breaks, or steps within your presentation
- any planned interactions with or between students
- your planned checks for understanding
- what the teacher and students will be saying/doing
- a representative sample of the script of the actual input and/or interactions

_______

---

7 Tip: Be realistic about how many words/phrases students can acquire at a time. In an average-length CI presentation of 15min, students might only be expected to acquire 7-10 words/phrases, depending upon whether words are cognates or otherwise easily comprehensible.

8 This is to give the reader a general sense. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and natural referring to a set of bullet points of the presentation or notecards to improvise around.
In-Class Teaching Demonstration

For your demo in C&I, you should come fully prepared with all materials (visuals, enough handouts, PPT, etc.) as if you were actually teaching your class. If you need access to class technology, be sure to show up early to test your computer, speakers, etc. ahead of time. If, in the interest of time, you’d prefer to only teach your “Comprehensible Input” to C&I, you are welcome to simply explain what you’d have students do for “Setting the Stage” rather than “teach” it to us. Please review the Scoring Rubric below to see how your work will be evaluated. You will be primarily scored on your actual teaching demo in class, but be sure to send both of your instructors a completed digital copy of this document before the start of class. It is highly recommended that you rehearse/practice your presentation in small groups ahead of time to work out as many inevitable “kinks” as possible.

When we give our demos in class, we’ll roughly adhere to the following format:

1. 5min: Give each C&I classmate and instructor a **hard copy** of these Comp. Input lesson docs, including scoring guide. Give class a brief overview of your unit and this presentation’s specific goals.
2. 10-15min: Teach your lesson.
3. 10min: Get class feedback

---

### Scoring Rubric for Comprehensible Input Presentation Demonstration

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparedness &amp; Professionalism</strong></td>
<td></td>
<td>0</td>
<td>2</td>
<td>4 pts</td>
<td></td>
</tr>
<tr>
<td>Teacher is prepared with all required materials and has clearly rehearsed the instruction.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Language and content is error-free and polished.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td></td>
<td>6 pts</td>
<td>7</td>
<td>8 pts</td>
<td></td>
</tr>
<tr>
<td>Teacher introduces one or more language functions and text types to students in cultural context.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Promotion of Acquisition</strong></td>
<td></td>
<td></td>
<td>9</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>Introduction is likely to promote acquisition of communicative proficiency in goals by...</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>✓ providing input that is <strong>comprehensible</strong> but just beyond students’ current level (i + 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ providing a substantial <strong>quantity</strong> of input (recontextualization, repetition, etc.)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ maximizing <strong>conditions</strong> for communicative intent (engaging, low anxiety, interaction, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directing/Monitoring</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
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<td>-------------------</td>
<td>------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Teacher gives clear directions, engages learners, and responds to students by <strong>checking</strong> for understanding.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Guided Practice Task Lesson Plan

Task Title: _____________

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New</strong>: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.</td>
</tr>
<tr>
<td>______</td>
</tr>
<tr>
<td><strong>Old</strong>: What previous language, if any, are you recycling back in for reinforcement?</td>
</tr>
<tr>
<td>______</td>
</tr>
</tbody>
</table>

**Other Objectives** (if any)

What other content/cultural/other goals or skills will students be developing in this task?

_________

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

_______

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

• ______
• ______
• ______

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying
✓ any ways you may tailor or differentiate instruction for particular students.

_______
Independent Practice Task Lesson Plan

Task Title: _____________

Task Objectives

Language Objectives

New: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.

Old: What previous language, if any, are you recycling back in for reinforcement?

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

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•

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying
✓ any ways you may tailor or differentiate instruction particular students.
## Summative Assessment/Evaluation

### with Student Reflection

**Task Title:** _____________

→ **Goals/standards/criteria** for this assessment are in the Five-Step Lesson’s Overview above.

### Task Materials/Resources

Give a simple list of the instructional materials needed for the assessment: the assessment itself, scoring rubric/guide, for feedback, for student reflection. Develop/submit all materials.

- ______
- ______
- ______
- ______
- ______
- ______

### Assessment Task Sub-Steps

Give a detailed description of the implementation of this assessment task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Clear your desks, take out a blank sheet of paper, and your pens/pencil,” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”, “Sign up for presentation order on the board.”
- if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
- all ways you break down, model, etc. the task
- what both the teacher and students will be doing/saying
- whether students are allowed to use any notes, reference, visuals, or support.\(^9\)
- any ways you may tailor or differentiate the assessment for particular students.

### Assessment Feedback and Reflection

Explain how:

- you as a teacher will provide feedback to each of your students: what they have done well, guidance for improvement, etc.
- students will be required to self-assess and reflect on the teacher feedback

\(^9\) Be careful about how any support may affect how reliably you can assess students’ genuine acquisition of language proficiency or demonstration of understanding or knowledge. On the other hand, keep in mind what kind of ‘support’ might ordinarily be available in a real-life context.
Seating Chart and Differentiated Task(s)

10% of course grade

This is an individual assignment. You will develop two linked items:
1. a **coded seating chart** of your students who require special considerations or have identified educational needs.
2. one or more fully-developed **activities/tasks** that showcase your ability to differentiate your instruction according to your students’ needs.

### Assignment Instructions
**Due: Tues, 2/21**
1. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. When you are done with the assignment, self-evaluate your work as a group by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric.
3. Save any file using a file name that includes your last names.
4. Provide a digital or hard copy of the **seating chart**. Email both Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a digital copy of the **differentiated task** before the beginning of class.

### Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism, Preparation, Submission Requirements</strong></td>
<td>0 2 4</td>
<td>5 6</td>
<td>7 8</td>
<td>9 10</td>
<td>Highlight your anticipated score/standard (Yes/Mostly…).</td>
</tr>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are well polished (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td><strong>Seating Chart</strong></td>
<td>3. Teacher provides a varied, complex profile of the classroom.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td><strong>Differentiated Task/Activity</strong></td>
<td>4. Curriculum is made accessible and meaningful to the students in the class through tailoring or differentiation with respect to prior levels of language acquisition, experiential backgrounds/interests, and for students with identified educational needs</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
# Seating Chart

Submit a seating chart (hard copy or digital) of the class in your placement that you have most responsibility for. Annotate (by hand or digitally) the students in your class that you believe merit special consideration in your design and delivery of curriculum, instruction, and assessment. Examples: GATE, IEP/504, poor vision, stutters, difficult home life, medical issues, other special considerations, HL, ELL, etc.

- Note: The point is *not* to showcase the physical layout of your seating arrangement; it is simply a way to give a profile of some of your students.
- In order to protect students' privacy, please only use initials, not full names.
- You may submit a supplementary commentary if you feel it would help interpret the class profile.

<table>
<thead>
<tr>
<th></th>
<th>stutters</th>
<th></th>
<th>HL</th>
<th>ELL</th>
<th>deaf in left ear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitney</td>
<td>Amy</td>
<td>Hector</td>
<td></td>
<td>Asuna</td>
<td>Kelsey</td>
</tr>
<tr>
<td>José</td>
<td>Xiaoqiu</td>
<td>James</td>
<td></td>
<td>Andre</td>
<td>Neema</td>
</tr>
</tbody>
</table>

*IEP: dyslexia   ADHD   GATE*
Differentiated Task(s)

Demonstrate your ability to differentiate a task/activity in each of the following ways below. This would ideally be a task that you might teach in your placement. You may design a single task that is differentiated in all of the ways listed, or you may design separate tasks for each type. If you design multiple tasks, duplicate the templates below. You will only give a task overview; you will not be expected to fully develop any materials. There is no limit to the duration of the task/activity. Types of differentiation to include:

- modalities/learning styles/intelligences
- tiering/rigor or HL status
- accommodations or adaptations for a special needs student (see your coding)
- student choice

Class context

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? Number of students? Other pertinent information?

__________________

What relevant prior knowledge, skill, or exposure are your students coming into this task with? [Is this repeated below? (OLD:)]

__________________

Task Title: ______________

Task Objectives

Language Objectives

New: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.

_________

Old: What previous language, if any, are you recycling back in for reinforcement?

_________

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

_________

Description of Task

Give a description of the activity, explaining in general terms what the teacher will be doing and what the students will be doing during the activity. Be sure to highlight and explain each type of differentiation you will be purposefully implementing.

_________
Full Name __________________

Personal Professional Development Plan
10% of course grade

As you are soon expecting your credential are exploring teaching positions for next year, you are entering a new stage in your own professional development. However, time flies fast, especially when you begin teaching full-time. Therefore, for your final assignment for C&I, you will reflect on your own strengths and areas for growth, and you will create a personal timeline and map of what you think your near and medium-term plans should be for professional growth. While the primary lens for this assignment is as a WL teacher, you may also consider your teaching in a more holistic sense. Please organize and present your plan in any way you see fit, but below is a non-exhaustive list of suggestions. This assignment should be emailed to both instructors by Tues 3/20.

Time frames:
- by the end of STEP
- by the end of this coming summer
- the weeks immediately before your school starts
- by the end of your first month teaching
- before the end of your 1st year teaching
- before the end of your 2nd year teaching
- etc.

Goal Areas:
- target language proficiency maintenance & improvement
- cultural/content knowledge
- improving lesson plans
- differentiate units/lessons
- engaging in professional community (e.g. local, state, nat’l memberships)
- technological skills
- time management and personal sustainability (e.g. sleep, maintaining relationships)
- experiencing other WL teaching methods (TPRS, immersion only, etc.)
- other aspects of teaching
- familiarizing self with new job site: WL program and/or textbook series, school’s larger community
- etc.

Means of reaching goals:
- Reading a book/manual, watching a movie
- Attending a professional workshop (local, ACTFL, CLTA, etc.)
- Observing other teachers
- Daily or periodic reflections (student, teacher, etc.)
- Collaborating with other teachers
- Studying/traveling in another country
- Reviewing, again, all the resources we touched upon in STEP, on our syllabus, etc.
- etc.

Evaluative Criteria

<table>
<thead>
<tr>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

1. Your plan takes both a shorter and longer view of your professional development and considers a variety of goals and means for their achievement.

   Not evident | Somewhat/ Lacking | Mostly/ Adequate | Yes/Strong | No commentary required.
Heritage Language Learner Course Scope and HL Task
10% of course grade

You and your classmates (in groups of 2-3) will develop two items tailored to the teacher of heritage language (HL) students. Ideally, each group will have at least one HL learner of the language or someone with experience teaching such a course. You will develop:
1. a heritage language learner course scope
2. a fully-developed activity/task (45-60min) tailored to an HL classroom
   OR
   a fully-developed activity/task (45-60min) made originally for a non-HL (“traditional”) classroom that has been adapted/differentiated for any heritage-language learners also in the course

Assignment Instructions
Due: Tues, 2/14
1. Only one groupmate will submit all materials. Each groupmate will be evaluated the same.
2. Please develop your materials using the templates below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work as a group by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. Additionally, provide the requested commentary.
5. Save file using a file name that includes your last names.
6. Email both Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class. Attach all of the fully developed materials. You do not need to bring in any hard copies.

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories and Criteria</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism, Preparation, Submission Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat Lacking</td>
<td>Mostly Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are well polished (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Not evident</td>
<td>Somewhat Lacking</td>
<td>Mostly Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
</tbody>
</table>
3. Colleagues collaborate in a professional manner by respecting and challenging each other’s ideas, dividing work equitably, owning the final product, etc.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>HL Course Scope</th>
<th>Medium (1-2 short paragraphs)</th>
</tr>
</thead>
</table>

4. Mapping of standards demonstrates an awareness of the variety of strengths and needs of HL learners.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>HL Task/Activity</th>
<th>Medium (1-2 short paragraphs)</th>
</tr>
</thead>
</table>

5. **Focus** Task’s overall design connects to and builds towards stated objectives. Task showcases ability to attend to a variety of needs in HL students.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

6. **Sequencing** Task is sequenced using scaffolding or other structured support to guide students successfully through the task.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>Medium (1-2 short paragraphs)</th>
</tr>
</thead>
</table>

7. **Assessment** Assessment plan is likely to yield accurate evidence as to whether students have met task objectives.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>Medium (1-2 short paragraphs)</th>
</tr>
</thead>
</table>

8. **Principled Design** Task design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to task objectives.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/Lacking</th>
<th>Mostly/Adequate</th>
<th>Yes/Strong</th>
<th>Medium (1-2 short paragraphs)</th>
</tr>
</thead>
</table>
Heritage Language Learner
Course Scope
Map out the California standards and some examples of interpretations for a year-long course designed specifically for HL learners. You may determine the composition of the language proficiency (connected to LLC) for the target students.

Class context (invented or real)

<table>
<thead>
<tr>
<th>Range of LLC stage(s) of students in the class?</th>
<th>Be sure to refer to the different skills (L/S/R/W). Any other pertinent information?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

California WL Standards

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Communication</th>
<th>C. Cultures</th>
<th>D. Structures</th>
<th>E. Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which Calif. WL standards would be included in your class? You will likely need to include standards, in different ways, from different stages of the LLC depending upon your target students and their proficiency in the four skills (L/S/R/W). Include the actual numbering and text for each (30+) relevant standard/sub-standard, and include a few examples of curriculum or instruction. Please feel free to repeat examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. 3.1 Students address concrete and factual topics related to the immediate and external environment, including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Social norms: being invited to a dinner in Spain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Historical and cultural figures, stereotypes: liberators Simón Bolívar and José de San Martín; activists Cesar Chavez and Rigoberta Menchú</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Animals and their habitats: in the jungle, in the desert, in the Himalayas/Andes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. 3.6 Produce and present a written and oral product in a culturally authentic way: telling a scholarship interview committee about language skills background, writing a thank you note after a job interview, writing a review of a short story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. 4.2 Explain similarities and differences in the target cultures and between students' own cultures: comparing roots of traditions for celebrating independence days in U.S.A. versus in Mexico; researching women's issues in California and in Guatemala.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 1.1 Use orthography to write words and phrases in context: words spelled with Y or LL, common words that carry an accent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. 3.0 Students use language in informal and some formal settings: out shopping, writing a Facebook comment, at a scholarship interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |
Heritage Language Learner
Task/Activity

Collaborate in your group to develop:

- a fully-developed activity/task (45-60min) tailored to an HL classroom
- an fully-developed activity/task (45-60min) made originally for a non-HL (“traditional”) classroom that has been adapted/differentiated for any heritage-language learners also in the course

This activity/task does not need to be connected to the course scope you developed above, and it should showcase your ability to attend to a variety of needs in our HL students. This extended task can be broken into several parts.

Task Title: _____________

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| **New:** What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.
| ________ |
| **Old:** What previous language, if any, are you recycling back in for reinforcement?
| ________ |

**Other Objectives** (if any)

What other content/cultural/other goals or skills will students be developing in this task?

_________

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

_________

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

- ________
- ________
- ________

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying
- any ways you may tailor or differentiate instruction for different students
Inevitably in our teaching career, we will find ourselves in the difficult situation of, at the last minute, needing to have a substitute teacher cover our class. Part of being a prepared teacher is having a lesson plan and materials in place for just such a contingency. As a class, we will create general enrichment assignments that are appropriate for a given class level, and we’ll share these lessons/activities with our classmates.

**Requirements**
The lesson plan/activity should…

- be a full-developed, self-contained handout that includes clear instructions for completion and submission
- be designed for your assigned LLC level, more or less
- be designed for a single 50min class period (Hint: with a sub trying to manage a class “less is more”)
- be able to be completed at any point in the school year
- not be connected to any particular textbook or program
- be educational and connected to course content (language, culture/content, or both)
- have **clear, uncomplicated** instructions and be **easy to complete** with little or no guidance from the sub or any special resources other than the physical handout (i.e., no videos, overheads, textbooks, etc.)
- have a file name that includes your last name and the target LLC stage (Clothing_Activity_LLC2_SJimenez.doc).

Please omit this instruction cover sheet.

**During class:**

- bring in a hard copy of the assignment for each of your classmates and instructors
- we’ll each give a brief overview of the assignment to our classmates
- we will score each other as a class, giving each other a grade of “pass” or “provisional pass” (needing some revisions) according to the above **Requirements**

**After class** (by Friday):

- email instructors your revised “ready for printing and photocopying” version, which they will post on our course webpage to share

**Before the start of next school year:**

- download and print out a set of your fellow classmates’ lessons
- create a clearly labeled “Sub Folder” with copies of all necessary materials and instructions

---

### Evaluative Categories and Criteria

<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
<th>(Revise)</th>
<th>Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission <strong>instructions</strong> and <strong>requirements</strong>, including required material(s).</td>
<td>Needs revision</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are <strong>well polished</strong> (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Needs revision</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
Assessment Design
10% of course grade

You and a partner will collaborate on the creation of a summative assessment that demonstrates your ability to formally assess your student’s progress toward stated goals/objectives at the smaller unit level (2-3 weeks). You should assess communicative language goals (both receptive and productive) in context as well as the development of cultural/content understanding. The goals you assess may be from previous goal-setting practice we did in class, brand-new goals, or goals from a unit you may possibly teach in your placement some day. This should be unrelated to the unit we’ll be developing as our final C&I project. Please feel free to design one large, comprehensive assessment task that allows you to assess all of the stated goals, or you may design a set of loosely connected assessment tasks. It is only important that your assessment or collection of connected assessments provide you with convincing evidence of your students’ meeting of each of your goals. Your assessment should be largely contextualized, authentic, and performance-based, following the advice and suggestions in our readings and course discussions. However, you may also judiciously supplement using additional types of assessment if you believe they are useful and valid. For your second draft, you will submit 1 all resources or materials you plan to use (student task descriptions, full rubrics, handouts, PPTs, pages from textbook, etc.)

Assignment Instructions
Due: Tues, 1/31 (Draft One)
1. Only one groupmate will submit materials. Each groupmate will be evaluated the same.
2. Please design your goals and assessment using the templates below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. Additionally, provide the requested commentary.
5. Save file using a file name that includes your last names.
6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class. Bring in as hard copy to discuss with instructors.

Due: Tues, 2/7 (Draft Two)
1. Update all elements from last draft.
2. Email instructors all of the fully developed materials. You do not need to bring in any hard copies.

Class context (invented or real)

<table>
<thead>
<tr>
<th>Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? Number of students? Other pertinent information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________________________________________________________________________________________________________________</td>
</tr>
</tbody>
</table>

What relevant prior knowledge, skill, or exposure are your students coming into this new lesson with?

__________

---

1 Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).
**Unit Title:** __________________

## Unit Objectives

Map out your unit goals in the tables below. Throughout your unit, you should assess the goals you list below. However, if you have any goals that you don’t expect students to fully master or are simply for the sake of exposure, which you will not formally assess, please indicate so: “Students will be exposed to… / Students will be familiar with...” Be careful to be realistic about the number of language and content/cultural goals you could realistically teach and assess in a few weeks’ time.

### Primary Language Goals

What **current/newer** communicative **functions** will students be able to do (communicate) in the target language by the end of this unit? What type of language structures or text types will students use to communicate these functions? Be sure to include both **receptive** and **productive** communicative **modes**.

<table>
<thead>
<tr>
<th>Frame these as <strong>goals</strong>: “Students will be able to [function] using [language structure/text type]”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to understand the week’s weather by listening to a radio report. (interpretive)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过去常常. (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to describe theirs and others’ personalities using the verb “ser” with correct noun-adjective agreement in number and gender. (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to describe theirs and others’ personalities using 他很聰明(Subject+ adverb+ adjective) (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to give health advice to others using the subjunctive. (interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to give health advice to others using structures like 你有頭痛，也許你應該採取一些阿司匹林你累了，休息一下。(interpersonal)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to demonstrate understanding of the main ideas and most details in extended discourse* (newspaper articles) on the topic of immigration. (interpretive)</td>
<td></td>
</tr>
<tr>
<td>Students will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases*. (presentational)</td>
<td></td>
</tr>
</tbody>
</table>

What **previous/older** language, if any, are you purposefully recycling back in for reinforcement?  
____________  
____________  
____________

Teachers of LLC III & IV: which of the above goals promote **academic language** development? Mark each with a double star (**).

### Content / Cultural Goals for Understanding

**Big Idea**

What big idea will students explore in this unit?

____________

**Essential Questions**

What provocative questions will foster inquiry, uncovery, understanding of big ideas, transfer of learning, and contextual glue for knowledge/skills?

____________

____________

____________

**Understandings:**

What understandings are desired? Be sure to consider a variety of facets: *Explain - Interpret - Apply - Perspective - Empathy - Self-Knowledge*
Students will understand that…
Students will understand that…
Students will understand that…

Which misunderstandings, if any, are predictable that you will need to actively address?

<table>
<thead>
<tr>
<th>Cultural / Content Knowledge Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>What key knowledge or “facts”, if any, will students attain as a result of this unit? Examples: Knowledge that enables/equips students to demonstrate or attain understanding, key terms, facts such as when a dynasty began/ended, ingredients in dishes typical of a country, where French is spoken in world, religions in Ecuador, names of major cities in the country</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Objectives (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What other skills will students develop or goals do you have, aside from those captured above? Examples: study skills, rules for participating in a Socratic discussion, technology skills such as run a spell check, cite a source, insert an image, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Materials/Resources</strong></td>
</tr>
<tr>
<td>Give a simple list of all materials needed to implement your assessment(s) (student task descriptions, full rubrics, handouts, PPTs, pages from textbook, etc.).</td>
</tr>
<tr>
<td>• ______</td>
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<tr>
<td>• ______</td>
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<tr>
<td>• ______</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Authentic Performance Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through what authentic performance task(s) will students demonstrate proficiency in your goals (language, culture, etc.) in real-life context? Frame the performance task(s) using UbD’s GRASPS model (p159). Add additional boxes for tasks if needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Title: ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which unit goals will this particular task allow you to assess? (“Students will be able to… / will understand that…”)</td>
</tr>
<tr>
<td>______</td>
</tr>
<tr>
<td>______</td>
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<tr>
<td>______</td>
</tr>
<tr>
<td>Goal: __________________________</td>
</tr>
<tr>
<td>Role: __________________________</td>
</tr>
<tr>
<td>Audience: ______________________</td>
</tr>
<tr>
<td>Situation: ______________________</td>
</tr>
<tr>
<td>Product(s), Performance, Purpose: ___________________</td>
</tr>
</tbody>
</table>
**Standards & Criteria for Success**

**Evaluative Criteria** (a simplified scoring rubric)

<table>
<thead>
<tr>
<th>Criteria you’ll be assessing/evaluating:</th>
<th>How well do students need to perform to meet that particular standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Assessment Types**

Through what other tasks, if any, (e.g. “traditional” quiz/test, academic prompts, etc.) will students demonstrate achievement of the desired results? Add/delete boxes for tasks if needed.

**Task Title:** __________________________

Which unit goals will this particular task allow you to assess?

_________________
_________________
_________________

**General format of task/assessment:**

_________________

**Standards & Criteria for Success**

**Evaluative Criteria** (a simplified scoring rubric)

<table>
<thead>
<tr>
<th>Criteria you’ll be assessing/evaluating:</th>
<th>How well do students need to perform to meet that particular standard?</th>
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<tbody>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Implementation Plan**

How would you introduce, implement, and “administer” the assessment(s)? Give a general description of some logistics, scaffolding, what you/students will be doing, etc.

_________________

**Feedback and Reflection**

What are some opportunities in the assessment(s) you see (1.) for the teacher to give students feedback and (2.) for students to reflect on their progress?

_________________
<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
</tr>
<tr>
<td>2. Materials are free of language and content errors (English and target language) and are <em>well polished</em> (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
</tr>
<tr>
<td>3. Colleagues collaborate in a professional manner by respecting and challenging each other’s ideas, dividing work equitably, owning the final product, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Assessment plan is likely to yield <em>convincing evidence</em> as to whether students have met all unit objectives: communicative proficiency, cultural/content understandings, etc.</td>
</tr>
<tr>
<td>5. Assessment(s) are organized cohesively and assess a balance of the <em>multiple dimensions</em> of language acquisition (skills/modes, communicative functions/vocabulary/structural accuracy/text types, etc.)</td>
</tr>
</tbody>
</table>
Writing Task
10% of course grade

Think ahead to what might be taught in your class some time after **11/29**. You are going to plan and teach a 15-50min **guided practice** or **independent practice/extension** task that is designed to promote acquisition of **writing** skills in your students, connected to one or more communicative language functions. The other 3 skills may also be integrated into the task. This should be a task that you would be teaching in about a week or so after the due date of this assignment. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. Your lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. This detail will also help you to remember how to teach it when you have your own class some day in the future. Please also submit¹ all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.)

**Instructions**

1. **Version 1 due: Tues, 11/15**
   2. Please design your task using the lesson plan template below.
   3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
   4. When you are done with the assignment, self-evaluate your work by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric.
   5. Save file using a file name that includes your last name.
   6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class.
   7. Bring in as **hard copy** to discuss with classmates.
   8. **Version 2 due: Friday, 11/18**
   9. You will get written instructor feedback by our next class, so plan on being able to teach the lesson in your placement after that. If the lesson does not yet meet the standard, you may be asked to resubmit.
   10. You may also arrange for in-person feedback with instructor during office hours, if desired.

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0 2 4 pts</th>
<th>Approaching 5 6pts</th>
<th>Meeting 7 8pts</th>
<th>Exceeding 9 10pts</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
</table>
| **Submission Instructions**
You follow all submission instructions | Not evident | Somewhat/Lacking | Mostly/Adequate | Yes/Strong | |
| **Focus**
Task’s overall design connects to and builds towards stated objectives. | Not evident | Somewhat/Lacking | Mostly/Adequate | Yes/Strong | |
| **Sequencing**
Task is sequenced using scaffolding or other structured support to guide students successfully through the task. | Not evident | Somewhat/Lacking | Mostly/Adequate | Yes/Strong | |
| **Assessment**
Assessment plan is likely to yield accurate evidence as to whether students have met task objectives. | Not evident | Somewhat/Lacking | Mostly/Adequate | Yes/Strong | |
| **Principled Design**
Task design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to task objectives. | Not evident | Somewhat/Lacking | Mostly/Adequate | Yes/Strong | |
| **Quality of Language**
You professionally present your task and resources by employing polished language (English and/or target language). Plan is complete and can | Not evident | Somewhat/Lacking | Mostly/Adequate | Yes/Strong | |

¹ Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).
# Writing Task Lesson Plan

**Task Title:** 

**Task Overview**

| Estimated timing of task: 
Give a brief description of the task, including whether it's intended as guided practice or independent practice/extension: | 
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?</td>
</tr>
</tbody>
</table>

**Class context**

**Task Objectives**

<table>
<thead>
<tr>
<th>Primary Language Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What current/newer communicative functions will your students be acquiring?</td>
</tr>
<tr>
<td>What previous/older language, if any, are you purposefully recycling back in for reinforcement?</td>
</tr>
</tbody>
</table>

**California WL Standards Addressed**

A. Content  
B. Communication (with functions)  
C. Cultures  
D. Structures  
E. Settings

**Other Objectives (if any)**

What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

**Task Assessment(s)**

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives, in particular communicative functions.

**Task Materials/Resources**

1. Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).
   - 

2. Submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.).
   - Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).

---

2 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.
Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:
- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

Rationale

How does your plan reflect an attention to research/theory/advice regarding effective teaching of language, specific to this task? You are encouraged to refer to A. Omaggio Hadley’s Teaching Language in Context, B. Van Patten’s Implications for Teaching, R. Ellis, or other research presented in class or that you might be familiar with. Please give a paragraph-length response.

Collaboration Reflection

Briefly explain how you improved your lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes. Please give a paragraph-length response.

3 Be sure to refer to the Instructional Task Management inventory sheet from class for additional considerations.
Speaking Task
10% of course grade

Think ahead to what might be taught in your class some time after 11/15. You are going to plan and teach a 15-50min guided practice or independent practice/extension task that is designed to promote acquisition of speaking skills in your students, connected to one or more communicative language functions. The other 3 skills may also be integrated into the task. This should be a task that you would be teaching in about a week or so after the due date of this assignment. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. Your lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. This detail will also help you to remember how to teach it when you have your own class some day in the future. Please also submit all resources or materials you plan to use (handouts, PPTs, pages from textbook, etc.)

**Instructions**
1. **Version 1 due: Tues, 11/8**
2. Please design your task using the lesson plan template below.
3. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
4. When you are done with the assignment, self-evaluate your work by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric.
5. Save file using a file name that includes your last name.
6. Email Michael (mikesilva@me.com) and Helene (vipchan@aol.com) a copy before the beginning of class.
7. Bring in as hard copy to discuss with classmates.
8. **Version 2 due: Friday, 11/11**
9. You will get written instructor feedback by our next class, so plan on being able to teach the lesson in your placement after that. If the lesson does not yet meet the standard, you may be asked to resubmit.
10. You may also arrange for in-person feedback with instructor during office hours, if desired.

---

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
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<th>Approaching 5 6pts</th>
<th>Meeting 7 8pts</th>
<th>Exceeding 9 10pts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Submission Instructions</td>
<td>You follow all submission instructions</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Focus</td>
<td>Task’s overall design connects to and builds towards stated objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Task is sequenced using scaffolding or other structured support to guide students successfully through the task.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment plan is likely to yield accurate evidence as to whether students have met task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Principled Design</td>
<td>Task design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Quality of Language</td>
<td>You professionally present your task and resources by employing polished language (English and/or target language). Plan is complete and can</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>

---

1. Attach, in your email, digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the script or a brief summary of the content and/or any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).
Speaking Task Lesson Plan

Task Title: __________________

Task Overview

Estimated timing of task:
Give a brief description of the task, including whether it’s intended as guided practice or independent practice/extension:

Class context

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

Task Objectives

Primary Language Goal(s)
What current/newer communicative functions will your students be acquiring?

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

California WL Standards Addressed
A. Content  B. Communication (with functions 2)  C. Cultures  D. Structures  E. Settings

Other Objectives (if any)
What other knowledge, understandings, or skills will students develop, aside from those captured in the California standards? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, connections to other content areas if explored in L1…)

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives, in particular communicative functions.

Task Materials/Resources

Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout, digital projector, etc.).

•

Task Sub-Steps

Give a detailed description 3 of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

---

2 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.

3 Be sure to refer to the Instructional Task Management inventory sheet from class for additional considerations.
- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

**Rationale**

How does your plan reflect an attention to research/theory/advice regarding effective teaching of language, specific to this task? You are encouraged to refer to A. Omaggio Hadley’s *Teaching Language in Context*, B. Van Patten’s *Implications for Teaching*, R. Ellis, or other research presented in class or that you might be familiar with. Please give a paragraph-length response.

**Collaboration Reflection**

Briefly explain how you improved your lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes. Please give a paragraph-length response.
Teaching Reflections
5% of course grade

From the five individual tasks that you will design for your placement this quarter, you will be required to actually teach and reflect on the success of any two or three of those tasks. Teaching and reflecting on two tasks will "Meet the Standard" and teaching and reflecting on three tasks will "Exceed the Standard." Because you are going to be asked to assess whether all students have met your goal(s) for the task, make sure that you choose a task that will provide you with enough data to reasonably reflect on in detail. It is recommended that you complete the reflection immediately after you teach the tasks, but you will not submit your reflections until the indicated final due date.

Instructions
1. Review the Lesson/Task Reflection prompts and Scoring Guide to see how your responses will be evaluated.
2. Teach 2-3 lessons/tasks in your placement.
3. Copy and paste both the Lesson/Task Reflection prompts and the Scoring Guide below to the end of your original (or updated) documents. Include answers to prompts.
4. Due: 12/6 (Last day of class) Email that new document with a new file name (e.g. CompInputLesson_JChang_REFLECTION.docx) to before the beginning of class.

============== Below should be copied and pasted into original task documents ==============

Lesson/Task Reflection Prompts

A. Did your lesson meet its objectives? What worked well and didn’t work well?
   ✓ Consider all aspects of the lesson, including the task design, the resources you used, the actual instruction, classroom management, whether your students met your learning objectives, etc.
   [response of a short paragraph]

B. What evidence do you have that you met your objectives? How do you know what worked and what didn’t?
   ✓ That is, what types of assessment data/evidence is your analysis based on (periodic checks for understanding, student oral responses, answers on a worksheet to a certain question, etc.) If you don’t believe your evidence is conclusive, explain why.
   [response of a short paragraph]

C. Did you notice any patterns among particular groups of students?
   ✓ heritage language students, students with IEPs, ELD students, girls/boys, select individual students, a large portion of the class...
   [response of a short paragraph]

D. If some students didn’t meet your lesson goals, what would be some logical next steps to take as a teacher to address this need?
   ✓ recycle content into a future lesson, reteach from scratch, tutoring, etc.
   [response of a short paragraph]

E. If you could go back and teach this lesson again, how would you improve it?
   [response of a short paragraph]

Scoring Rubric for Teaching Reflections

<table>
<thead>
<tr>
<th>Quantity of Reflections</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reflections submitted.</td>
<td>0 2 4 pts</td>
<td>5</td>
<td>7</td>
<td>9 10 pts</td>
<td>None One Two Three</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Submission Instructions</th>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Yes/Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson/Task Design</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Assessing Student Learning</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td>Responding to Data</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
</tr>
</tbody>
</table>
Reading Task

Think ahead to what language topics you might teach in your placement some time after this assignment is formally due (see timeline below). You are going to plan and teach a 20-90min guided practice or independent practice/extension activity that is designed to promote acquisition of reading skills. The other 3 skills may also be integrated into the task, but the primary goal of this assignment is to showcase your ability to design a reading activity. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. This task/activity may be your own original design or an adapted version of a task your CT would like you to use. You are encouraged to work with a classmate, if possible.

The lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. Please digitally submit all resources or materials you plan to use (lesson plan, handouts, PPTs, pages from textbook, etc.). Include your name in your filename, e.g. ListeningTask_AiportPhoneCall_PPicasso.docx.

Instructions Timeline
1. Design the first draft of the task and all materials using the lesson plan template below. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Meet with a classmate, CT, or supervisor to solicit feedback. Revise your lesson and fill in your Collaboration Reflection.
3. Self-evaluate your work in the Scoring Rubric by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to add comments.
4. Tues 10/29: Email both instructors copies of the second draft of all materials before the beginning of class.
5. You will get written instructor feedback before our following class. You may also arrange for in-person feedback with instructor during office hours, if desired.
6. By final class: Teach in placement and complete Teaching Reflection.

Scoring Rubric

<table>
<thead>
<tr>
<th></th>
<th>Initial Stages (resubmit)</th>
<th>Approaching 6 7pts</th>
<th>Meeting 8 9pts</th>
<th>Exceeding 10pts</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
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<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
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<tr>
<td>Sequencing</td>
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<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
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<tr>
<td>Assessment</td>
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<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
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<tr>
<td>Principled Design</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
</tbody>
</table>
Reading Task Lesson Plan

Task Title: Two Radio Broadcasts

Class Context

Class level(s)? Proficiency ranges of students (e.g. Novice-Low, Intermediate-High)? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?
The class is a Spanish 1 class of 35 traditional Ss in San Mateo, CA. At this point, Ss are performing in the Novice-Mid level (LLC level 1), relying on memorized words, phrases, and formulas.

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?
Comp. Input lesson on the activities/verbs Numbers 1-10 Greetings

General Overview of Task

Learning Goal

Ss will be able to understand other's likes and dislikes of activities in a semi-authentic radio broadcast.

Give a brief description of the task, including whether it's intended as guided practice or independent practice/application/extension:
Ss listen to two simulated radio broadcasts in Spanish. For the first program, Ss listen to and note down whether interviewed Ss like or dislike doing certain activities. For the second, Ss listen to and order a “Top Ten” list of recommended activities for staying happy during the year. This is guided practice.

California World Language Standards

Include the actual numbering and text of the CA standards, adapted to the specifics of your lesson. Assorted examples are given in blue.

| A. Content | A.1.1.g Ss address leisure, hobbies, and activities |
| B. Communication | Interpersonal Mode None. | Interpretive Mode B.1.2 Ss interpret spoken language by listening to a scripted radio broadcast. | Presentational Mode None. |
| Functions | Productive: speaking/writing None. | Receptive: listening/reading/viewing B.1.5 Ss identify learned words (activities) in scripted texts while listening |
| C. Cultures | Products¹ C.1.1 Ss become familiar with a famous Spanish song and artist Practices² C.1.2 Ss recognize the multilingual nature of Spain C.1.3. Ss recognize musical and linguistic borrowings |
| D. Structures | D.1.0 Ss use phonology to understand words in context D.2.1 Ss use morphology (noun-adj agreement) to produce informal communications |
| E. Settings | E.1.0. Ss use language in highly predictable common daily settings (listening to school announcements). E.1.1 Recognize age-appropriate cultural or language use opportunities outside the |

¹ “what is created by members of the culture, both tangible and intangible, e.g. a house, an eating utensil, a painting, a piece of literature, a system of education, a ritual, an oral tale, a dance” (Shrum & Glisan, p155)
² “patterns of behavior accepted by a society; they represent knowledge of “what to do when and where,” e.g. how individuals address one another, the social strata, the use of space, gestures, mealtime etiquette” (Shrum & Glisan, p155)
Other Objectives

What other knowledge, understandings, or skills will students develop, aside from those captured in the California Standards above? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, rules for participating in a Socratic discussion, running a spell check, cite a source, insert an image, building classroom community, etc.)

- ___________________________
- ___________________________
- ___________________________

Task Assessment(s)

Describe the nature of the assessment evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands, choral response...) and explain how it will allow you to assess your students’ achievement of the stated Learning Goal.

I’ll pause each radio program early on and poll the class on what their responses are to make sure they are on the right track. While Ss are engaged in the each task, I’ll walk around and informally monitor their written responses. For the first broadcast, I’ll cold-call on Ss to give me answers, then I’ll more formally examine their responses for accuracy once they’ve turned it in. For the second broadcast, I’ll cold-call on students to give me the answers for #10, #9, #8, etc. Since this is a basic guided practice, the accuracy of their responses (only one possible answer) should give me information about their current ability to understand the language.

Other sample assessment ideas for different tasks:
“In students’ response paragraphs I’ll be checking to see if they start with a topic sentence and follow it with…”
“Looking at which pictures my students circled in the handout will convince me that they…”
“During student conversations I’ll walk around the class. As I monitor students, I’ll be sure to be paying attention to whether they…”
“I’ll have all students shout out a choral response on the count of 1...2...3! I’ll check to see how many students each time…”

Task Materials/Resources

1. Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout title, digital projector, etc.).
   - Own sheet of paper, pen/pencil
   - Realidades Level 1 “Writing, Audio, Video Workbook” (“WAVA”), p13 (digital copy)
   - Digital Projector & Speakers

2. Digitally submit all resources or materials you plan to use: texts, class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the link, a script, or a brief summary of the content. If any files are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).

Task Lesson Plan Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. Please specify:

- estimated duration of each step in the task (e.g. 5min)
- all ways you break down, model, etc. the task
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your Ss prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath” If Ss are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, explain so.
- any checks for understanding
- if any part of the task is being conducted in English; otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying

Refer to the Instructional Task Management inventory sheet from class for additional considerations.
Radio Program #1

1. [2min] Teacher tells students to take out their vocab lists and a sheet of paper and give it a full heading, including the title “Programas de radio” in Spanish, direct Ss to copy the table from the worksheet, as projected on the screen: “Copy the table, including names and like/dislike.”

2. [1min] Teacher tells Ss to silently read the instructions for the first broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables.

3. [4min] Play the broadcast, Ss record responses, and stop after the first interviewee. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class Ss students as they complete the table.

4. [2min] Review responses by cold-calling on Ss: “What does Josefina like/dislike to do?”… When done, give Ss a chance to check over their spelling/accents using their vocab lists.

Radio Program #2

1. [1min] Direct Ss to copy down the second table, but they only need to include the letters in the boxes, not actually draw the pictures.

2. [2min] Teacher tells Ss to silently read the instructions for the second broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables. Since the pictures aren’t necessarily clear as to what they represent, teacher, quickly in English, establishes what each represents. Ask students if they’ve heard a Top Ten Countdown before: what order do the number usually go in?

3. [4min] Play the broadcast, Ss record responses, and stop after the first activity. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class monitoring Ss as they complete the table.

Rationale

How does your plan reflect an attention to research/theory/advice/tips regarding effective teaching of language, specific to this task? You are encouraged to refer to Shrum & Glisan, B. Van Patten’s Implications for teaching, R. Ellis, or other research presented in class or that you might be familiar with.

(A response of a few sentences to a paragraph)

Collaboration Reflection

Briefly explain how you improved your task/lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes you made to your lesson.

(A response of a few sentences to a paragraph)

---

* Speech here is in English for the benefit of all students in C&I. Please use the actual language you’d use in class.
Name: ___________________________

Listening Task

Think ahead to what language topics you might teach in your placement some time after this assignment is formally due (see timeline below). You are going to plan and teach a 10-45min guided practice or independent practice/extension activity that is designed to promote acquisition of listening skills. The other 3 skills may also be integrated into the task, but the primary goal of this assignment is to showcase your ability to design a listening activity. It should be tailored to a communicative approach for language instruction and should be connected to research/theory/advice presented in class. This task/activity may be your own original design or an adapted version of a task your CT would like you to use. You are encouraged to work with a classmate, if possible.

The lesson plan for the task should be written with enough detail for another instructor to use and understand the goals and steps of instruction. Please digitally submit all resources or materials you plan to use (lesson plan, handouts, PPTs, pages from textbook, etc.). Include your name in your filename, e.g. ListeningTask_AirportPhoneCall_PPicasso.docx.

Instructions Timeline

1. Design the first draft of the task and all materials using the lesson plan template below. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Meet with a classmate, CT, or supervisor to solicit feedback. Revise your lesson and fill in your Collaboration Reflection.
3. Self-evaluate your work in the Scoring Rubric by highlighting the wording that you think best describes your meeting of each evaluative category (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to add comments.
4. Tues 10/22: Email both instructors copies of the second draft of all materials before the beginning of class.
5. You will get written instructor feedback before our following class. You may also arrange for in-person feedback with instructor during office hours, if desired.
6. By final class: Teach in placement and complete Teaching Reflection.

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
<th>Initial Stages (resubmit)</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Instructions</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>You follow all instructions.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>You professionally design your task and resources by employing polished language (English and/or TL) and the plan is complete and can be clearly understood by another teacher. You have improved your lesson based on your collaboration. You have correctly mapped CA standards.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Task’s overall design connects to and builds towards stated objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Sequencing</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Task is sequenced using scaffolding or other structured support to guide students successfully through the task.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Assessment plan is likely to yield accurate evidence as to whether students have met task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Principled Design</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Task design and accompanying rationale demonstrate sound knowledge of research/theory on the process of language acquisition and effective teaching principles as connected to task objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
</tbody>
</table>
# Listening Task Lesson Plan

**Task Title:** Two Radio Broadcasts

## Class Context

<table>
<thead>
<tr>
<th>Class level(s)?</th>
<th>Proficiency ranges of students (e.g. Novice-Low, Intermediate-High)?</th>
<th>Traditional/heritage learner classroom?</th>
<th>City/name of school?</th>
<th>Number of students?</th>
<th>Other pertinent information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class is a Spanish 1 class of 35 traditional Ss in San Mateo, CA. At this point, Ss are performing in the Novice-Mid level (LLC level 1), relying on memorized words, phrases, and formulas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

**Comp. Input lesson on the activities/verbs**

**Numbers 1-10**

**Greetings**

## General Overview of Task

**Learning Goal**

Ss will be able to understand other’s likes and dislikes of activities in a semi-authentic radio broadcast.

**Estimated timing of task:** 15-20min

Give a brief description of the task, including whether it’s intended as guided practice or independent practice/application/extension:

Ss listen to two simulated radio broadcasts in Spanish. For the first program, Ss listen to and note down whether interviewed Ss like or dislike doing certain activities. For the second, Ss listen to and order a “Top Ten” list of recommended activities for staying happy during the year. This is guided practice.

## California World Language Standards

Include the actual numbering and text of the CA standards, adapted to the specifics of your lesson. Assorted examples are given in blue.

<table>
<thead>
<tr>
<th>A. Content</th>
<th>A.1.1.g Ss address leisure, hobbies, and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A.4.1.d Ss learn about the Malvinas/Falklands island dispute</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Communication</th>
<th>Interpretive Mode</th>
<th>Presentational Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal Mode</strong></td>
<td>B.1.2 Ss interpret spoken language by listening to a scripted radio broadcast</td>
<td>None.</td>
</tr>
<tr>
<td><strong>Interpretive Mode</strong></td>
<td>None.</td>
<td>None.</td>
</tr>
<tr>
<td><strong>Presentational Mode</strong></td>
<td>None.</td>
<td>None.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Productive: speaking/writing</th>
<th>Receptive: listening/reading/viewing</th>
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<tbody>
<tr>
<td>None.</td>
<td>B.1.5 Ss identify learned words (activities) in scripted texts while listening</td>
<td></td>
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<thead>
<tr>
<th>C. Cultures</th>
<th>C.1.1 Ss become familiar with a famous Spanish song and artist</th>
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<tbody>
<tr>
<td></td>
<td>C.1.2 Ss recognize the multilingual nature of Spain</td>
</tr>
<tr>
<td></td>
<td>C.1.3. Ss recognize musical and linguistic borrowings</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Structures</th>
<th>D.1.0 Ss use phonology to understand words in context</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D.2.1 Ss use morphology (noun-adj agreement) to produce informal communications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Settings</th>
<th>E.1.0. Ss use language in highly predictable common daily settings (listening to school announcements).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E.1.1 Recognize age-appropriate cultural or language use opportunities outside the</td>
</tr>
</tbody>
</table>

---

1 “*what is created by members of the culture, both tangible and intangible, e.g. a house, an eating utensil, a painting, a piece of literature, a system of education, a ritual, an oral tale, a dance*” (Shrum & Glisan, p155)

2 “*patterns of behavior accepted by a society; they represent knowledge of “what to do when and where,” e.g. how individuals address one another, the social strata, the use of space, gestures, mealtime etiquette*” (Shrum & Glisan, p155)
Other Objectives

What other knowledge, understandings, or skills will students develop, aside from those captured in the California Standards above? (study skills, literacy strategies, technology skills, critical thinking, critical pedagogy, rules for participating in a Socratic discussion, running a spell check, cite a source, insert an image, building classroom community, etc.)

•
•
•

Task Assessment(s)

Describe the nature of the assessment evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands, choral response…) and explain how it will allow you to assess your students’ achievement of the stated Learning Goal.

I’ll pause each radio program early on and poll the class on what their responses are to make sure they are on the right track. While Ss are engaged in the each task, I’ll walk around and informally monitor their written responses. For the first broadcast, I’ll cold-call on Ss to give me answers, then I’ll more formally examine their responses for accuracy once they’ve turned it in. For the second broadcast, I’ll cold-call on students to give me the answers for #10, #9, #8, etc. Since this is a basic guided practice, the accuracy of their responses (only one possible answer) should give me information about their current ability to understand the language.

Other sample assessment ideas for different tasks:
“In students’ response paragraphs I’ll be checking to see if they start with a topic sentence and follow it with…”
“Looking at which pictures my students circled in the handout will convince me that they…”
“During student conversations I’ll walk around the class. As I monitor students, I’ll be sure to be paying attention to whether they…”
“I’ll have all students shout out a choral response on the count of 1…2…3! I’ll check to see how many students each time…”

Task Materials/Resources

1. Give a simple list of all instructional materials needed to teach this task (copy of textbook page, handout title, digital projector, etc.).
   • Own sheet of paper, pen/pencil
   • Realidades Level 1 “Writing, Audio, Video Workbook” (“WAVA”), p13 (digital copy)
   • Digital Projector & Speakers

2. Digitally submit all resources or materials you plan to use: texts, class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, supply a copy of the link, a script, or a brief summary of the content. If any files are too big to email, a simple PDF is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual scan).

Task Lesson Plan Sub-Steps

Give a detailed description3 of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. Please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ all ways you break down, model, etc. the task
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your Ss prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath” If Ss are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, explain so.
✓ any checks for understanding
✓ if any part of the task is being conducted in English; otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying

3 Refer to the Instructional Task Management inventory sheet from class for additional considerations.
Radio Program #1
1. [2min] Teacher tells students to take out their vocab lists and a sheet of paper and give it a full heading, including the title “Programas de radio” in Spanish, direct Ss to copy the table from the worksheet, as projected on the screen: “Copy the table, including names and like/dislike.”
2. [1min] Teacher tells Ss to silently read the instructions for the first broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables.
3. [4min] Play the broadcast, Ss record responses, and stop after the first interviewee. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class Ss students as they complete the table.
4. [2min] Review responses by cold-calling on Ss: “What does Josefina like/dislike to do?”… When done, give Ss a chance to check over their spelling/accents using their vocab lists.

Radio Program #2
1. [1min] Direct Ss to copy down the second table, but they only need to include the letters in the boxes, not actually draw the pictures.
2. [2min] Teacher tells Ss to silently read the instructions for the second broadcast. In English, before beginning the task, tell Ss that they are going to hear lots of rich Spanish, much of which they are going to understand, some of which they are not going to understand. Remind Ss that the main goal is to listen for the important information from the broadcast and record it accurately into the tables. Since the pictures aren’t necessarily clear as to what they represent, teacher, quickly in English, establishes what each represents. Ask students if they’ve heard a Top Ten Countdown before: what order do the number usually go in?
3. [4min] Play the broadcast, Ss record responses, and stop after the first activity. Check to make sure Ss have understood the directions. Continue playing the broadcast and walk around the class monitoring Ss as they complete the table

Rationale
How does your plan reflect an attention to research/theory/advice/tips regarding effective teaching of language, specific to this task? You are encouraged to refer to Shrum & Glisan, B. Van Patten’s Implications for teaching, R. Ellis, or other research presented in class or that you might be familiar with.

(A response of a few sentences to a paragraph)

Collaboration Reflection
Briefly explain how you improved your task/lesson from the first draft after your meeting with your colleague(s). Explain some of the highlights of any changes you made to your lesson.

(A response of a few sentences to a paragraph)
Setting the Stage &
Comprehensible Input Introduction Presentation
10% of course grade

Think ahead to a set of vocabulary words or expressions that you’d like to teach in your placement some time a week or so after this assignment is formally due (see timeline below). This mini lesson for your placement should last approx. 15-30min, in which you will (1) Set the Stage and (2) provide a Comprehensible Input introduction of language.

After developing your mini lesson, you should rehearse/practice your presentation ahead of time with a colleague (classmate or CT) to work out as many inevitable “kinks” as possible. Next, you will formally demo the first 15min of the lesson in C&I, in order to get more feedback. For your demo in C&I, you should come fully prepared with all materials (visuals, enough handouts for “class”, PPT, etc.) as if you were actually teaching your class. If you need access to class technology, be sure to show up early to test your computer, speakers, etc. ahead of time. Your demonstration in C&I should be largely focused on the Comprehensible Input Presentation. Unless the Setting the Stage step is quite short (2-3min), you are welcome to simply explain what you’d have students do rather than "teach" that step to us.

Please review the Scoring Rubric below to see how your work will be evaluated. You will be primarily scored/evaluated on your actual teaching demo in class, but be sure to send both of your instructors a completed digital copy of this document before the start of class.

Timeline:
1. 10/1: Come in to C&I with a general idea for a set of vocabulary/expressions to teach
2. Develop your mini-lesson and materials
3. Rehearse with colleague and revise. (Recommended)
4. 10/8: Email this document and supporting materials to instructor beforehand, then perform teaching demonstration in C&I. Below is how we’ll roughly divide each candidate’s teaching time:
   a. 5min: Setup/Cleanup break
   b. 5min: Give C&I class brief context of your placement, explain the objectives of the lesson
   c. 10-15min: Teach your lesson.
   d. 5-10min: Reflection and Feedback
5. (By final class: Teach in placement and complete reflection)

Title of Mini Lesson: ______________

Class Context

<table>
<thead>
<tr>
<th>Class level(s)? Proficiency ranges of students (e.g. Novice Low, Intermediate High)? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
</tr>
</tbody>
</table>

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

| ____________________________ |
| ____________________________ |

General Overview of Lesson

Give a general overview of this mini-lesson:

| ____________________________ |
Objectives (look at Listening Task...can just use the CA standards table instead?)

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| **Functions:** What communicative function(s) will students be acquiring in the target language during this introduction?  
Students will be able to understand/tell ________ |
| **Vocabulary:** provide an actual listing of target vocabulary⁠¹ or expressions  
_______ |
| **Grammar/Structure** (if any): which key grammatical forms will be included in the presentation?  
_______ |
| **Old** (if any): What previous language are you recycling back in for reinforcement?  
_______ |
| **Other Objectives** (if any)  
What other content/cultural/other goals or skills will students be developing in this task?  
_______ |

Materials/Resources

Give a simple list of the instructional materials needed for this lesson (e.g. textbook pages 34-35, title of handout, digital projector, vocab cards, vocab list name/link to video, etc.). Develop/submit all materials ➔ see listening task for better version of this.

- ________
- ________
- ________

Lesson Plan

Give an expanded description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation.

In your description, be sure to include:

- how you’ll ensure that the target input is comprehensible (visuals, gestures, acting, etc.)  
- the organization, stages, breaks, or steps within your presentation  
- estimated duration/timing of the lesson steps  
- any planned interactions with or between students  
- your planned checks for understanding throughout the presentation  
- what the teacher and students will be saying/doing  
- a representative sample of the script⁠² of the actual input and/or interactions

Setting the Stage:

_______

Comprehensible Input Presentation:

_______

¹ Tip: Be realistic about how many words/phrases students can acquire at a time. In an average-length CI presentation of 15-30min, students might only be expected to acquire 7-12 words/phrases, depending upon whether words are cognates or otherwise easily comprehensible.

²This is to give the reader a general sense of how you plan to introduce the language. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and more natural referring to a set of bullet points of the presentation or notecards to improvise around.
**Colleague Feedback Reflection (Recommended)**

Briefly explain how you improved your lesson after your practice with your colleague(s). Explain some of the highlights of any changes.

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**Follows assignment instructions?**

**Scoring Rubric for Comprehensible Input Presentation Demonstration**

<table>
<thead>
<tr>
<th></th>
<th>Initial Stages 0</th>
<th>Approaching 2</th>
<th>Meeting 5</th>
<th>Exceeding 8</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparedness &amp; Professionalism</strong></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Teacher is prepared with all required materials and has clearly rehearsed the instruction.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Language and content is error-free and polished.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Teacher introduces one or more language functions, with a focus on vocabulary acquisition.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Promotion of Acquisition</strong></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Introduction is likely to promote acquisition of communicative proficiency in goals by...</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>✓ providing input that is <em>comprehensible</em> but just beyond students’ current level <em>(i + 1)</em></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>✓ providing a <em>substantial quantity</em> of input (recontextualization, repetition, etc.)</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>✓ maximizing <em>conditions</em> for communicative intent <em>(engaging, low anxiety, interaction, etc.)</em></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Directing/Monitoring</strong></td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Teacher gives clear directions, engages learners, and responds to students by <em>checking for understanding</em>.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
</tbody>
</table>
Standards-Based Unit Overview
20% of course grade

As part of our final project for this quarter, you and a partner will develop the general framework for a standards-based unit. You may establish the class’s current language proficiency level (Novice, Intermediate, or Pre-Advanced) level, and we will assume that the class takes place in our culturally and linguistically diverse Bay Area. The unit’s length is open, but we traditionally conceive of units for 2 - 4 weeks of class time. Please use a level of detail similar to the Learning Scenario examples from your language’s ACTFL standards chapters. You will primarily be mapping the unit to the national ACTFL standards, but you will also cross-reference to the California Standards. Be sure to review the Scoring Rubric below to see how your work will be evaluated.

Submission Instructions:
✓ 1st draft due: Wed, 7/10:
  ➔ Bring in four hard copies to class
✓ 2nd draft due: Fri, 7/12:
  ➔ Bring in 15 hard copies to share and present with class
✓ 3rd draft due: Sat, 7/13, 11:59pm: Entire assignment complete.
  ➔ Email both instructors a digital copy. Please save file using a name that includes your last name(s), e.g. HonoringFamilyUnit_RodriguezRobinson_1314.docx

Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching Standard</th>
<th>Meeting Standard</th>
<th>Exceeding Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0   2  4 pts</td>
<td>5  6pts</td>
<td>7  8pts</td>
<td>9  10pts</td>
</tr>
<tr>
<td>Submission Instructions</td>
<td>You follow few directions.</td>
<td>You follow most directions.</td>
<td>You follow all directions, with perhaps very minor exceptions.</td>
<td>You follow all directions.</td>
</tr>
<tr>
<td>Fulfilment of Requirements</td>
<td>Your overview of the unit is lacking a number of requirements.</td>
<td>You provide a class context and brief overview of your unit.</td>
<td>You provide a complete class context and overview of your unit.</td>
<td>You provide a complete class context and overview of your unit with appropriate detail.</td>
</tr>
<tr>
<td>Application of Standards</td>
<td>Although you show some understanding of the standards, you need to better familiarize yourself with them.</td>
<td>You interpret and apply many of the standards well, but you need to review them to enrich the unit.</td>
<td>Your interpretation and application of the standards is mostly complete and accurate.</td>
<td>You accurately interpret and apply all required standards.</td>
</tr>
<tr>
<td>Quality of language (English &amp; TL)</td>
<td>Your language is frequently difficult to comprehend, or errors in grammar or language conventions may be quite distracting to the reader.</td>
<td>Your language is mostly comprehensible. Issues in clarity, grammar, or conventions of language may detract from your message.</td>
<td>Your language in comprehensible and conveys your message. It may at times lack clarity or have minor issues in grammar or conventions of language.</td>
<td>You express your thoughts well by using clear language, having strong grammatical control, and by accurately following conventions of presentational language (spelling, capitalization, punctuation, etc.).</td>
</tr>
</tbody>
</table>
### Unit Title: ____

#### Class context
(class grade level(s), proficiency range(s) of students, traditional or heritage learner classroom, Bay Area, etc.)

#### Unit Overview

### National Standard (5C’s)

<table>
<thead>
<tr>
<th>National Standard (5C’s)</th>
<th>How does your unit address this standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Follow the example of the Reflection section of the Learning Scenarios.</td>
</tr>
<tr>
<td>1.1 oral conversation</td>
<td></td>
</tr>
<tr>
<td>1.2 interpretive reading</td>
<td></td>
</tr>
<tr>
<td>1.2 interpretive listening</td>
<td></td>
</tr>
<tr>
<td>1.3 presentational speaking</td>
<td></td>
</tr>
<tr>
<td>1.3 presentational writing</td>
<td></td>
</tr>
<tr>
<td><strong>Cultures</strong></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td><strong>Comparisons</strong></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td><strong>Communities</strong></td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** for the purposes of this unit plan assignment, please address all of the national standards, even if in your actual teaching practice this might not be realistic for each unit you teach. Also, you do not need to include all of the Calif standards; just cross-reference them when you are done (e.g. Content 3.1.b, Structures 1.2)
Reading Response
Shrum & Glisan, *Teacher’s Handbook, Preliminary Chapter*

Visit the websites for the organizations listed below, and investigate the following information for your language. Type the information into the right-hand column of the table below using short answers. Feel free to reformat the table or delete unrelated rows if desired.

1. How do you join? What is the cost? Is there a special rate for student teachers?
2. What are the member benefits, if any (e.g. publications received, discounts on conference attendance)?
3. What professional development opportunities and/or other major events will be sponsored in the near future or just recently (e.g. conferences, summer institutes)? What is the cost? If there are many, just list 1-2 that you find most attractive.

Please bring in a single hard copy, which you’ll submit at the end of the class.

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
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</thead>
<tbody>
<tr>
<td>Evaluative Categories</td>
</tr>
<tr>
<td><strong>Content of response</strong></td>
</tr>
<tr>
<td>Your responses are largely incomplete and require more explanation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Language Professional Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NATIONAL</strong></td>
</tr>
</tbody>
</table>
| **ACTFL: American Council on the Teaching of Foreign Languages**
www.actfl.org
Vision Statement: Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens, ACTFL is uniquely positioned to lead this endeavor by:
- Meeting the needs of language professionals
- Ensuring a dynamic and responsive organization
- Working proactively through advocacy and outreach
- Working to ensure that the language-teaching profession reflects the racial, ethnic and linguistic diversity of U.S. society
- Promoting research that impacts the development of professional programs and enhances the quality of language teaching and learning. | 1.  
2.  
3. |
| **AATF: American Association of Teachers of French**
www.frenchteachers.org
About: As a professional association we seek to address the concerns of our members which include: promoting the study of languages in general and French in particular; facilitating the implementation of national and state standards in the classroom; improving the training of French teachers by encouraging minimum levels of language and cultural proficiency, and exposure to the French-speaking world through study abroad opportunities; creating opportunities and finding resources for practicing teachers to update their skills and improve their teaching; encouraging the use of new technologies in the teaching of French and actively developing materials to support this use. | 1.  
2.  
3. |
| **AATSP: American Association of Teachers of Spanish and Portuguese**
www.aatsp.org
Mission Statement: The American Association of Teachers of Spanish and Portuguese (AATSP) promotes the study and teaching of the Spanish and Portuguese languages and their corresponding Hispanic, Luso-Brazilian and other related literatures and cultures at all levels of education. The AATSP encourages, supports and directs programs and research projects | 1.  
2.  
3. |
involving the exchange of pedagogical and scholarly information. Through extensive collaboration with educators, professionals, and institutions in other countries, the AATSP contributes to a better and deeper understanding between the United States and the Spanish- and Portuguese-speaking nations of the world.

| CLASS: Chinese Language Association of Secondary-Elementary School |  
| --- | --- | 
| classk12.org |  
| Mission & Vision: a non-profit professional organization that represents all Chinese language educators at all levels from elementary to secondary schools. CLASS advances and promotes the teaching and learning of Chinese language and culture at PreK-12 schools in the United States. | 1. To lead and promote the learning and teaching of Chinese in secondary and elementary schools in the United States;  
2. To encourage effective collaboration and articulation among elementary, secondary and college Chinese language instructors;  
3. To offer professional development opportunities and training in current teaching practices and instructional technology;  
4. To foster a national network for exchanging information, ideas, and curricular resources related to the teaching of Chinese language and culture. |  

| CLTA: Chinese Language Teachers Association |  
| --- | --- | 
| not to be confused with the other CLTA: California Language Teachers Association |  
| chta-us.org |  
| Mission Statement: The Chinese Language Teachers Association (CLTA) promotes the study of Chinese language and culture in an international context. Given the importance of the Chinese speaking world and its global cultural, social, economic, and political impact, our mission is to promote the Chinese language as a tool for communication worldwide. As a professional organization, CLTA represents Chinese language teachers in all educational settings. It supports establishing and sustaining quality Chinese programs, K-16 articulation, teacher education and professional development, and research relating to all aspects of teaching and learning about Chinese languages and cultures. The Association is committed to providing leadership, scholarship, and service to its members and to all sectors of society. | 1. Provide leadership to expand the capacity for high quality and sustainable Chinese language learning and teaching in the United States.  
2. Develop, improve, and strengthen Chinese language and culture instruction  
3. Establish a forum for exchanging information, expertise, ideas, experiences, and materials.  
4. Enhance the growth of the organization via professional service to the field.  
5. Foster quality scholarship based on theoretical and empirical research. |  

| REGIONAL |  
| --- | --- | 
| SWCOLT: Southwest Conference on Language Teaching |  
| www.swcolt.org |  
| Description: SWCOLT is a professional organization whose primary purpose is to plan, organize and supervise an annual meeting for language teachers. In addition, SWCOLT participates in the professional advancement and development of teachers through scholarships, awards, publications and advocacy. | 1. N/A  
2. N/A  
3. |  

| STATE |  
| --- | --- | 
| CWLP: California World Language Project |  
| formerly CWLP: California Foreign Language Project |  
| www.stanford.edu/group/CFLP/ |  
| Primary Goals:  
1. Strengthening of Academic Content Knowledge  
2. Development of Teacher Leadership  
3. Service to Low-Performing Schools  
4. Development of Partnerships with Low-Performing Schools | 1. N/A  
2. N/A  
3. |
5. Support and Maintenance of Professional communities and Teacher Networks
6. Evaluation

| **CLTA: California Language Teachers Association** |
| clta.net |
| **Mission Statement:** To provide support, leadership and vision for quality world language and culture teaching and learning in California. |

| **LOCAL** |
| **SWLP: Stanford World Language Project** |
| formerly BAFLP: Bay Area Foreign Language Project |
| No updated webpage |
| **Description:** BAFLP offers a tiered professional development program series of three levels followed by an invitational leadership strand so teachers participate in long-term professional development in a deep and meaningful way. The programs are also in alignment with the national foreign language content standards to promote student achievement. BAFLP serves all teachers in San Mateo, San Francisco, and Santa Clara counties. |

| 1. will be discussed in class |
| 2. will be discussed in class |
| 3. will be discussed in class |

Adapted from Shrum & Glisan's *Teacher’s Handbook.*
Within most of the Shrum & Glisan chapters, there are a number of breaks that are signaled in the margin with a **key symbol** or a **question mark**. For each break, “Respond” to the key or question. Some responses might be fully answered in a few short words, whereas others may be more extensive. When responding to the readings, try to make connections to the teaching/learning of your target language, when possible, and be sure to note any questions or concerns you might have as well.

- For **key symbols**: first retype the actual text of the key point and “respond” to the key point.
- For **question marks**: “respond” to the question. You do not need to retype the question.

Please type your responses directly into this document. They will serve as your personal reference during any class discussion and will demonstrate to your instructors that you are keeping up with the readings. Please bring in a single hard copy, which you’ll submit at the end of the class.

### Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>0</th>
<th>4</th>
<th>7</th>
<th>10pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of response</strong></td>
<td>Your responses are largely incomplete and require more explanation.</td>
<td>You respond to many aspects of the prompts with minimal explanation.</td>
<td>You respond to all aspects of the prompts with some detail or examples. You make some connections to the teaching/learning of your target language.</td>
<td>Your language is comprehensible and adequately conveys your message.</td>
</tr>
<tr>
<td><strong>Quality of language</strong></td>
<td>Your language is frequently difficult to comprehend.</td>
<td>Your language is mostly comprehensible. Issues in clarity or grammar may detract from your message.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Key Symbols

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>p20</td>
<td>“Learners are automatic...”</td>
</tr>
<tr>
<td>p20</td>
<td></td>
</tr>
<tr>
<td>p21</td>
<td></td>
</tr>
<tr>
<td>p23</td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>

*please add rows as necessary*
Unit Plan
30% of course grade

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions for a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Five-Step Lesson: From that larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. Your assessments should include both receptive and productive skills. This learning segment may be used for the Teaching Event for PACT. The primary focus of the lesson should be on communicative proficiency.

Fully-Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out materials & resources for five components/tasks/activities. You will also need to include some degree of tailoring or differentiation in your task(s) to specific student needs. LLC III & IV teachers must include the teaching of academic language in your task(s) at some point.

✓ One of your Setting the Stage activities
✓ One of your Comprehensible Input Presentation activities
✓ One of your Guided Practice activities
✓ One of your Independent Practice activities
✓ One Summative Assessment/Evaluation with Student Reflection

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1 The PACT Glossary defines Academic Language as 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, formal letter, news article) and other language-related activities typical of classrooms, (e.g., expressing disagreement, debating an issue, asking for clarification). Academic language includes both productive and receptive modalities.”
**Assignment Instructions**

**Draft #1 - Due Tues 2/28**
1. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Complete:
   a. Unit Overview/Class Context
   b. Unit Objectives/Goals
   c. Unit Assessment Plan
   d. →you may omit the California Standards until Draft #2
3. Self-evaluate your work by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to provide the commentaries at this point.
4. Email both instructors this draft to demonstrate completion. You will receive feedback in class from colleagues and instructor.
5. Bring in an actual **hard copy** to class to help your colleagues to give you feedback

**Draft #2 - Due Tues 3/6**
1. Revise previous sections.
2. Complete:
   a. Unit Learning Plan
   b. Five-Step Lesson Plan Overview
   c. Comprehensible Input Introduction Task & Materials, to be taught (not other tasks yet)
   d. California Standards in the overview that you may have omitted under Unit Objectives
3. Update your self-evaluation in the Scoring Rubric.
4. Email both instructors this draft to demonstrate completion. You will only receive formal feedback on the Comp. Input presentation, but you may arrange to meet instructors during after-class office hours.

**Draft #3 - Due Tues 3/20** (week after class ends)
1. Revise previous sections.
2. Complete:
   a. Develop/submit remaining required tasks (GP, IP, Asst)
3. Provide formal commentaries in the Scoring Rubric as indicated.
4. Submit all documents and resources² via email to both instructors, preferably as a single compressed zip file.
5. You will get feedback from instructors later via email (by 3/27).

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² Submit digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, give a brief summary of the content and any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF version is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual “scan”). **Please save each individual file using a file name that includes the name of the activity it accompanies** (“Colors_of_Roberto’s_clothing.doc”).
Scoring Rubric
(Unit, 5-Step Lesson, Tasks and Materials)

You'll receive one final “official” score when all drafts are complete.
The score will be assigned holistically:

<table>
<thead>
<tr>
<th>Holistic Grade Translation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All scores within “Meeting” and “Exceeding” range = 8.7 to 10 (B+ to A+)</td>
</tr>
<tr>
<td>- A few scores within “Lacking” range = 7.8 to 8.3 (C+ to B-)</td>
</tr>
<tr>
<td>- A number of scores in “Lacking” range or below = 0 – 7.2 (No Credit to C-)</td>
</tr>
<tr>
<td>Resubmission may be required, with a maximum revised score of C.</td>
</tr>
<tr>
<td>- Instructors may require resubmission if any scores fall under “Not evident” or if submission is otherwise incomplete.</td>
</tr>
</tbody>
</table>

Evaluative Categories and Criteria

<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission instructions and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
</tr>
<tr>
<td>2. Unit/Lesson/Task Overviews are completely and correctly filled out. There is internal consistency among the Unit Overview and other documents.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td>No commentary required.</td>
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<tr>
<td><strong>3.</strong> Unit and lesson planning are clearly rooted in the philosophy of <strong>backward design</strong>:&lt;br&gt; a. Define learning <strong>goals</strong>&lt;br&gt; b. Design assessments of evidence of goals&lt;br&gt; c. Design learning plan designed for success on assessments.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Brief (2-3 sentences)</td>
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<tr>
<td><strong>4.</strong> Materials are free of language and content errors (English and target language) and are well <strong>polished</strong> (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>No commentary required.</td>
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<tr>
<td><strong>5.</strong> Unit overview and <strong>lesson plans</strong> are complete and can be clearly understood by another teacher. Individual tasks can be clearly followed by another teacher.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>No commentary required.</td>
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<td><strong>6.</strong> Drafts show progressive <strong>improvement</strong> and submission shows attention to all instructor feedback and peer collaboration.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Medium (2-3 short paragraphs)</td>
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<tr>
<td><strong>7.</strong> Unit, lesson, tasks and accompanying commentaries demonstrate sound knowledge of research/theoretical framework/principles regarding the process of <strong>language acquisition</strong> and effective teaching strategies as connected to <strong>language</strong> and <strong>cultural/content</strong> objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Longer (half to full page)</td>
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<td><strong>Focus and Balance</strong></td>
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<td><strong>8.</strong> Unit and lesson’s overall design connects to and realistically builds towards stated objectives. There is <strong>sufficient</strong> input/practice for students to meet stated objectives.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Brief (2-3 sentences)</td>
<td></td>
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</tbody>
</table>
9. The unit and lesson’s tasks focus on **multiple dimensions** of language acquisition through clear **connections** among vocabulary/language functions/structures/text types and a **balance** of the four skills (L/R/S/W) and communicative modes in context.

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<tr>
<th></th>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

10. LLC III / IV only: Curriculum and tasks are designed to help students develop **academic language**.

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<tr>
<th></th>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

11. Unit’s instruction integrates the development and assessment of **cultural/content** understanding and/or knowledge. It demonstrates some awareness of or attempts at critical pedagogy.

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<th></th>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Brief (2-3 sentences)</th>
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</thead>
</table>

**Sequencing and Scaffolding**

12. Lesson’s progression of tasks is organized **coherently** and **cohesively** to guide students to build fluency and accuracy in their communicative proficiency. Individual tasks are sequenced using **scaffolding** or other structured support to guide students successfully through the tasks.

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<tr>
<th></th>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Medium (2-3 short paragraphs)</th>
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13. Curriculum is made accessible and meaningful to the students in the class through **tailoring** or **differentiation** with respect to prior levels of language acquisition, experiential backgrounds/interests, and/or for students with identified educational needs.

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<th></th>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Medium (2-3 short paragraphs)</th>
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</table>

**Assessment**

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3 Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work, etc..
<table>
<thead>
<tr>
<th>14. Assessment plan is likely to yield <strong>convincing evidence</strong> as to whether students have met all unit objectives: communicative proficiency, cultural/content understandings, etc.</th>
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<tbody>
<tr>
<td>15. Assessment(s) are organized cohesively and assess a balance of the <strong>multiple dimensions</strong> of language acquisition (skills/modes, communicative functions/vocabulary/structural accuracy/text types, etc.)</td>
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<tr>
<td>16. Learning tasks provide students <strong>opportunities</strong> to develop proficiency in what is actually being assessed.</td>
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<tr>
<td>17. Teacher provides a balance of feedback to students and students periodically <strong>self-assess</strong> progress and <strong>reflect</strong> on feedback</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Yes/Strong</th>
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<td>Medium (2-3 short paragraphs)</td>
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<td>15.</td>
<td>Brief (2-3 sentences)</td>
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<td>16.</td>
<td>Brief (2-3 sentences)</td>
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<td>17.</td>
<td>Brief (2-3 sentences)</td>
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</table>
Unit Title: __________________

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions of a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Unit Overview
Give a paragraph-length overview of your unit's goals and any key tasks or assessments.
________________________________________________________________________

Class context
Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

__________

Describe if you have any students that may benefit from any accommodations, adaptations, or other attention (students with IEPs/504 plans, HL learners, EL learners, GATE students, etc.):

__________

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

__________
**Unit Objectives**

Map out your unit goals in the tables below. Throughout your unit, you will be expected to assess the goals you list below. However, if you have any goals that you don’t expect students to fully master or are simply for the sake of exposure, which you will *not* formally assess, please indicate so: “Students will be exposed to… / Students will become familiar with…”

### Primary Language Goals

<table>
<thead>
<tr>
<th>What current/newer communicative functions will students be able to do (communicate) in the target language by the end of this unit? What type of language structures or text types will students use to communicate these functions? Be sure to include all three communicative modes, to varying degrees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frame these as goals: “Students will be able to [function] using [language structure/text type]”</td>
</tr>
<tr>
<td>Students will be able to understand the week’s weather by listening to a radio report. (interpretive)</td>
</tr>
<tr>
<td>Students will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过去常常. (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to describe theirs and others’ personalities using the verb “ser” with correct noun-adjective agreement in number and gender. (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to describe theirs and others’ personalities using 他很聰明 (Subject+ adverb+ adjective) (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to give health advice to others using the subjunctive. (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to give health advice to others using structures like 你有頭痛，也許你應該採取一些阿司匹林. (interpersonal)</td>
</tr>
<tr>
<td>Students will be able to demonstrate understanding of the main ideas and most details in extended discourse* (newspaper articles) on the topic of immigration. (interpretive)</td>
</tr>
<tr>
<td>Students will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases*. (presentational)</td>
</tr>
</tbody>
</table>

What previous/older language, if any, are you purposefully recycling back in for reinforcement?

- ________
- ________
- ________

Teachers of LLC III & IV: which of the above goals promote *academic language* development? Mark each with a double star (**).

### Content / Cultural Goals for Understanding

**Big Idea**

What big idea will students explore in this unit?

__________

**Essential Questions**

What provocative questions will foster inquiry, uncoverage, understanding of big ideas, transfer of learning, and contextual glue for knowledge/skills?

- ________
- ________
- ________

**Understandings:**

What understandings are desired? Be sure to consider a variety of facets: *Explain* - *Interpret* - *Apply* - *Perspective* - *Empathy* - *Self-Knowledge*

- Students will understand that…
- Students will understand that…
• Students will understand that…

Which misunderstandings, if any, are predictable that you will need to actively address?

•
•

**Cultural / Content Knowledge Goals**

What key knowledge or “facts”, if any, will students attain as a result of this unit?  Examples: Knowledge that enables/equips students to demonstrate or attain understanding, key terms, facts such as when a dynasty began/ended, ingredients in dishes typical of a country, where French is spoken in world, religions in Ecuador, names of major cities in the country

•
•
•

**Other Objectives (if any)**

What other skills will students develop or goals do you have, aside from those captured above? Examples: study skills, rules for participating in a Socratic discussion, technology skills such as run a spell check, cite a source, insert an image, etc.

•
•
•

**California WL Standards Addressed**

A. Content  B. Communication (with functions[^4])  C. Cultures  D. Structures  E. Settings

Which Calif. WL standards are addressed in your unit?  Include the actual numbering and text of the standards, adapted to the specifics of your unit:

_______(you may hold off on naming Calif standards until after you’ve developed the Learning Plan / Draft #2)

_______

_______

_______

_______

_______

_______

_______

[^4]: Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.
Unit Assessment Plan

- You must assess each of your (1) Primary Language Goals, (2) Content / Cultural Goals for Understanding, & (3) Cultural/Content Knowledge Goals (exception: goals above that you list for exposure/familiarity)
- Your assessment plan must monitor both production (speaking/writing) and reception (listening/reading) of the Primary Language Goals, in relative balance.
- Teachers of students at LLC III or LLC IV will need to include attention to Academic Language.
- You may combine or blend different assessment types in a given “test/quiz”, “project”, “presentation”, “essay”, etc. Just make it clear in your descriptions below.
- Review the unit's scoring guide for scoring criteria of your work.

Authentic Performance Assessment(s)
Through what authentic performance task(s) will students demonstrate proficiency in your goals (language, culture, etc.) in a real-life context? Frame the performance task(s) using UbD’s GRASPS model (p159). Add additional box templates for tasks if needed.

<table>
<thead>
<tr>
<th>Task Title: ______________________</th>
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</thead>
<tbody>
<tr>
<td>Which language and content/cultural unit goals will this particular task allow you to assess? (“Students will be able to… / will understand that…”)</td>
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<td>• ____________</td>
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<td>• ____________</td>
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<td>• ____________</td>
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<thead>
<tr>
<th>Goal</th>
<th>Role</th>
<th>Audience</th>
<th>Situation</th>
<th>Product(s), Performance, Purpose</th>
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<tbody>
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<thead>
<tr>
<th>Standards &amp; Criteria for Success →</th>
<th>Evaluative Criteria (a simplified scoring rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria you'll be assessing/evaluating:</td>
<td>How well do students need to perform to meet that particular standard?</td>
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Other Assessment Types
Through what other tasks, if any, (e.g. “traditional” quiz/test, academic prompts, etc.) will students demonstrate achievement of the desired results? Add/delete box templates for tasks if needed.

<table>
<thead>
<tr>
<th>Task Title: ______________________</th>
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<tbody>
<tr>
<td>Which language and content/cultural goals will this particular task allow you to assess?</td>
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<th>General format of</th>
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<tr>
<td>Standards &amp; Criteria for Success</td>
<td>Evaluative Criteria (a simplified scoring rubric)</td>
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<td>Criteria you’ll be assessing/evaluating:</td>
<td>How well do students need to perform to meet that particular standard?</td>
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</table>
Unit Learning Plan

✓ Unit Plan should last 2-4 weeks (450min-1200min)
✓ Review the unit’s scoring guide for scoring criteria.

What sequence of tasks/activities will prepare students to achieve the unit goals on the unit’s formal and informal assessments? In the table below, give a brief description of all activities, coding each with a blending of our traditional Five-Step Lesson and UbD’s WHERE TO? steps/element(s).

<table>
<thead>
<tr>
<th>Activity/Task Title:</th>
<th>Give a simple title to refer to throughout your lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing:</td>
<td>Give an estimate as to how much class time you expect to dedicate to the activity or task (e.g. 10-15min). Please note if any task is intended as homework. If the assignment will be completed at home as homework, please note so (e.g. “15min in class, rest as HW”). Homework will not count toward the unit’s time limits.</td>
</tr>
<tr>
<td>Lesson Step/Elements:</td>
<td>How you organize and make the goals accessible to your students. A given task may serve more than one purpose (e.g. UK, GP).</td>
</tr>
<tr>
<td>W</td>
<td>Helps the students know Where the unit is going and What is expected of them; helps the teacher know Where the students are coming from (prior knowledge, interests)</td>
</tr>
<tr>
<td>SH</td>
<td>Sets the Stage, Hooks all students, or Holds their interest</td>
</tr>
<tr>
<td>CI</td>
<td>Provides students with Comprehensible Input connected to Primary Language Goals</td>
</tr>
<tr>
<td>UK</td>
<td>In an appropriately scaffolded way, helps students experience, explore, and Understand the cultural/content big ideas or essential questions; helps students learn key Knowledge.</td>
</tr>
<tr>
<td>GP</td>
<td>Provides students with scaffolded Guided Practice toward goals.</td>
</tr>
<tr>
<td>IP</td>
<td>Provides students with Independent Practice toward goals.</td>
</tr>
<tr>
<td>AE</td>
<td>An opportunity to deliberately Assess or Evaluate student progress.</td>
</tr>
<tr>
<td>AL</td>
<td>An opportunity for students to develop their Academic Language skills (only req’d for LLC III / IV)</td>
</tr>
<tr>
<td>R</td>
<td>Allows students to periodically reflect on or self-assess their progress towards unit or personal goals in a structured way.</td>
</tr>
</tbody>
</table>

Skills & Modes Addressed: For example: “interpretive listening,” “interpersonal speaking & listening,” “presentational writing,” etc. If it’s a communicative task, name the mode and skill: interpersonal/interpretive/presentational + L/S/R/W. If it’s non/pre-communicative, such as a drill, just tell the skills involved (L/S/R/W) If in English, just say “English”

Description of Task: Give a brief description of each activity (a short paragraph) to indicate which goals are being addressed. Be sure to explain in general terms what the teacher will be doing and what the students will be doing during the activity, and in what language. Please do not include the detailed procedural instructions here or how you will break up the task. You will explain some of the tasks in greater detail later when you fully design the components.

---

The WHERE TO? elements are introduced in UbD in figure 1.2 on p22 and explained in greater detail in Ch9 “Planning for Learning”, starting on p198.
<table>
<thead>
<tr>
<th>Activity/Task Title</th>
<th>Timing</th>
<th>Lesson Step / Element(s)</th>
<th>Skills &amp; Modes Addressed</th>
<th>Description of Task</th>
</tr>
</thead>
<tbody>
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Total length of unit: (2-4 weeks ≈ 450min-1200min)
Five-Step Lesson Plan Overview

Five-Step Lesson: From the larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. The primary focus of the lesson should be on communicative proficiency.

Fully Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out five components/tasks/activities, including all of their respective resources:

✓ One of your Setting the Stage activities
✓ One of your Comprehensible Input Presentation activities
✓ One of your Guided Practice activities
✓ One of your Independent Practice activities
✓ One Summative Assessment/Evaluation with Student Reflection

Specific Required Elements:
✓ Include, to varying degrees, all four skills: listening, reading, writing, speaking.
✓ Your assessments should include both receptive and productive skills.
✓ Include some degree of tailoring or differentiation in one or more tasks for students with identified educational needs
✓ LLC III & IV teachers must include the teaching of Academic Language in your task(s) at some point

Five-Step Lesson Objectives

<table>
<thead>
<tr>
<th>Primary Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>What current/newer communicative functions will students be able to do (communicate) in the target language by the end of this Five-Step Lesson? What type of language structures or text types will students use to communicate these functions? What specific vocabulary or phrases will they acquire? Give a specific list.</td>
</tr>
<tr>
<td>Frame these as goals: “Students will be able to [function] using [language structure/vocabulary]”</td>
</tr>
<tr>
<td>Students will be able to…</td>
</tr>
<tr>
<td>Students will be able to…</td>
</tr>
<tr>
<td>Students will be able to…</td>
</tr>
<tr>
<td>What previous/older language, if any, are you purposefully recycling back in for reinforcement?</td>
</tr>
<tr>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
</tr>
<tr>
<td>Teachers of LLC III &amp; IV: which of the above goals promote academic language development? Mark each with a star (*).</td>
</tr>
</tbody>
</table>

Other Goals

| Which of the larger unit’s content/cultural/other goals or skills will students be developing in this Five-Step Lesson? (Note: It is not expected that students will be able to demonstrate mastery if the unit will not yet have ended.) |
| __________ |
| __________ |
| __________ |

Five-Step Lesson Assessment Plan
Describe the nature of the evidence that you will use over the course of the entire lesson and explain how it will allow you to assess your students’ progress in each of the stated lesson objectives, both the primary language goals and the content/cultural goals. These may be formative assessments that will help you to alter instruction within a single day’s lesson or for subsequent days, or they may be summative assessments that allow you to formally determine the extent to which students have met all of your stated goals for the learning segment: checks for understanding, monitoring around the class, reviewing written student work, showing of hands, formal tests, presentations, etc. Please copy and paste any of the boxes of assessment task descriptions from the Unit Assessment Plan.

### Five-Step Lesson Sequence of Tasks
Which tasks/activities fall within this Five-Step Lesson learning segment? Please copy and paste the entire series of tasks (including their descriptions) from the Unit Learning Plan above.

<table>
<thead>
<tr>
<th>Five-Step Lesson Sequence of Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which tasks/activities fall within this Five-Step Lesson learning segment? Please copy and paste the entire series of tasks (including their descriptions) from the Unit Learning Plan above.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Five-Step Lesson Materials/Resources
Give a simple list of all instructional materials needed to teach this entire 3-5 hour learning segment/lesson (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.).

<table>
<thead>
<tr>
<th>Five-Step Lesson Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give a simple list of all instructional materials needed to teach this entire 3-5 hour learning segment/lesson (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.).</td>
</tr>
<tr>
<td>• _____</td>
</tr>
<tr>
<td>• _____</td>
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<td>• _____</td>
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<td>• _____</td>
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<tr>
<td>• _____</td>
</tr>
<tr>
<td>• _____</td>
</tr>
</tbody>
</table>

---

Regardless of whether you choose to use formative assessments, a formal summative assessment, or a combination, you must employ an assessment plan that gives you confidence that your students have met your communicative goals. This must fit into the short window of 3-5 hours, so make sure your goals are not overly ambitious to teach and assess in that short time frame of 3-5 hours.
Setting the Stage & Comprehensible Input Introduction Presentation

Task Title: _____________

- Introduce one (or more) language functions and text types to students in cultural context.
  - **function**: The ability to carry out tasks with language. May be receptive (listening and reading) or productive (speaking or writing).
  - **text type**: The form of the message produced or received (oral and written words/formulas, sentences, paragraphs, extended discourse).

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New</strong>: What <strong>communicative function</strong>(s) will students be acquiring in the target language during this introduction? Be specific and include an actual listing of target vocabulary(^7), phrases, using which structures/grammar, etc., if applicable.</td>
</tr>
<tr>
<td>———</td>
</tr>
<tr>
<td><strong>Old</strong>: What previous language, if any, are you recycling back in for reinforcement?</td>
</tr>
<tr>
<td>———</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Objectives (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What other <strong>content/cultural/other</strong> goals or skills will students be developing in this task?</td>
</tr>
<tr>
<td>———</td>
</tr>
</tbody>
</table>

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

- ———
- ———
- ———

Setting the Stage and Comprehensible Input Presentation Overview

Give an expanded description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation. In your description, be sure to include:

- estimated duration of the Setting the Stage and full Comprehensible Input Presentation
- how you’ll ensure that the target input is comprehensible
- the organization, stages, breaks, or steps within your presentation
- any planned interactions with or between students
- your planned checks for understanding
- what the teacher and students will be saying/doing
- a representative sample of the script\(^8\) of the actual input and/or interactions

---

\(^7\) Tip: Be realistic about how many words/phrases students can acquire at a time. In an average-length CI presentation of 15min, students might only be expected to acquire 7-10 words/phrases, depending upon whether words are cognates or otherwise easily comprehensible.

\(^8\) This is to give the reader a general sense. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and natural referring to a set of bullet points of the presentation or notecards to improvise around.
In-Class Teaching Demonstration

For your demo in C&I, you should come fully prepared with all materials (visuals, enough handouts, PPT, etc.) as if you were actually teaching your class. If you need access to class technology, be sure to show up early to test your computer, speakers, etc. ahead of time. If, in the interest of time, you’d prefer to only teach your “Comprehensible Input” to C&I, you are welcome to simply explain what you’d have students do for “Setting the Stage” rather than “teach” it to us. Please review the Scoring Rubric below to see how your work will be evaluated. You will be primarily scored on your actual teaching demo in class, but be sure to send both of your instructors a completed digital copy of this document before the start of class. It is highly recommended that you rehearse/practice your presentation in small groups ahead of time to work out as many inevitable “kinks” as possible.

When we give our demos in class, we’ll roughly adhere to the following format:
1. 5min: Give each C&I classmate and instructor a hard copy of these Comp. Input lesson docs, including scoring guide. Give class a brief overview of your unit and this presentation’s specific goals.
2. 10-15min: Teach your lesson.
3. 10min: Get class feedback

Scoring Rubric for Comprehensible Input Presentation Demonstration

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages 0</th>
<th>Approaching 2</th>
<th>Meeting 4 pts</th>
<th>Exceeding 6 pts</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness &amp; Professionalism</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Language and content is error-free and polished.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Teacher introduces one or more language functions and text types to students in cultural context.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Promotion of Acquisition</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Introduction is likely to promote acquisition of communicative proficiency in goals by…</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ providing input that is comprehensible but just beyond students’ current level ((i + 1))</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ providing a substantial quantity of input (recontextualization, repetition, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ maximizing conditions for communicative intent (engaging, low anxiety, interaction, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directing/Monitoring</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Teacher gives clear directions, engages learners, and responds to students by checking for understanding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guided Practice Task Lesson Plan

Task Title: _______________

Task Objectives

Language Objectives

New: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.

_______

Old: What previous language, if any, are you recycling back in for reinforcement?

_______

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

_________

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

_______

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

•

•

•

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying
✓ any ways you may tailor or differentiate instruction for particular students.

_________
**Independent Practice Task Lesson Plan**

**Task Title:**

**Task Objectives**

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New:</strong> What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.</td>
</tr>
<tr>
<td>____</td>
</tr>
<tr>
<td><strong>Old:</strong> What previous language, if any, are you recycling back in for reinforcement?</td>
</tr>
<tr>
<td>____</td>
</tr>
</tbody>
</table>

**Other Objectives (if any)**

What other content/cultural/other goals or skills will students be developing in this task?

_____

**Task Assessment(s)**

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

_____

**Task Materials/Resources**

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

- ____
- ____
- ____

**Task Sub-Steps**

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying
- any ways you may tailor or differentiate instruction particular students.

_______
Summative Assessment/Evaluation
with Student Reflection

Task Title: ______________

→ Goals/standards/criteria for this assessment are in the Five-Step Lesson’s Overview above.

Task Materials/Resources

Give a simple list of the instructional materials needed for the assessment: the assessment itself, scoring rubric/guide, for feedback, for student reflection. Develop/submit all materials.

• ______
• ______
• ______
• ______
• ______

Assessment Task Sub-Steps

Give a detailed description of the implementation of this assessment task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Clear your desks, take out a blank sheet of paper, and your pens/pencil,” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”, “Sign up for presentation order on the board.”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ what both the teacher and students will be doing/saying
✓ whether students are allowed to use any notes, reference, visuals, or support. 9
✓ any ways you may tailor or differentiate the assessment for particular students.

Assessment Feedback and Reflection

Explain how:

✓ you as a teacher will provide feedback to each of your students: what they have done well, guidance for improvement, etc.
✓ students will be required to self-assess and reflect on the teacher feedback

9 Be careful about how any support may affect how reliably you can assess students’ genuine acquisition of language proficiency or demonstration of understanding or knowledge. On the other hand, keep in mind what kind of ‘support’ might ordinarily be available in a real-life context.
Unit Plan
30% of course grade

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions for a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Five-Step Lesson: From that larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the Five-Step Lesson: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. Your assessments should include both receptive and productive skills. This learning segment may be used for the Teaching Event for PACT. The primary focus of the lesson should be on communicative proficiency.

Fully-Developed Tasks: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out materials & resources for five components/tasks/activities. You will also need to include some degree of tailoring or differentiation in your task(s) to specific student needs. LLC III & IV teachers must include the teaching of academic language in your task(s) at some point.

- One of your Setting the Stage activities
- One of your Comprehensible Input Presentation activities
- One of your Guided Practice activities
- One of your Independent Practice activities
- One Summative Assessment/Evaluation with Student Reflection

1 The PACT Glossary defines Academic Language as 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, formal letter, news article) and other language-related activities typical of classrooms, (e.g., expressing disagreement, debating an issue, asking for clarification). Academic language includes both productive and receptive modalities.”
Assignment Instructions

Draft #1 - Due Tues 2/28
1. Be sure to review the attached Scoring Rubric to see how your work will be evaluated.
2. Complete:
   a. Unit Overview/Class Context
   b. Unit Objectives/Goals
   c. Unit Assessment Plan
   d. → you may omit the California Standards until Draft #2
3. Self-evaluate your work by highlighting the score that you think best describes your meeting of each evaluative criteria (e.g. Mostly/Adequate) in the Scoring Rubric. You do not need to provide the commentaries at this point.
4. Email both instructors this draft to demonstrate completion. You will receive feedback in class from colleagues and instructor.
5. Bring in an actual hard copy to class to help your colleagues to give you feedback.

Draft #2 - Due Tues 3/6
1. Revise previous sections.
2. Complete:
   a. Unit Learning Plan
   b. Five-Step Lesson Plan Overview
   c. Comprehensible Input Introduction Task & Materials, to be taught (not other tasks yet)
   d. California Standards in the overview that you may have omitted under Unit Objectives
3. Update your self-evaluation in the Scoring Rubric.
4. Email both instructors this draft to demonstrate completion. You will only receive formal feedback on the Comp. Input presentation, but you may arrange to meet instructors during after-class office hours.

Draft #3 - Due Tues 3/20 (week after class ends)
1. Revise previous sections.
2. Complete:
   a. Develop/submit remaining required tasks (GP, IP, Asst)
3. Provide formal commentaries in the Scoring Rubric as indicated.
4. Submit all documents and resources² via email to both instructors, preferably as a single compressed zip file.
5. You will get feedback from instructors later via email (by 3/27).

² Submit digital copies of all instructional materials, including class handouts, overheads, PPTs, etc. If any of these are included from a book, please provide a scan of the appropriate pages. If a video or audio file, give a brief summary of the content and any applicable URL. If any files, such as a PPT, are too big to email, a simple PDF version is acceptable. Digital photos of text pages are fine if they are clear enough to read (as opposed to an actual “scan”). Please save each individual file using a file name that includes the name of the activity it accompanies (“Colors_of_Roberto's_clothing.doc”).
You'll receive one final “official” score when all drafts are complete.

The score will be assigned holistically:

**Holistic Grade Translation:**
- All scores within “Meeting” and “Exceeding” range = 8.7 to 10 (B+ to A+)
- A few scores within “Lacking” range = 7.8 to 8.3 (C+ to B-)
- A number of scores in “Lacking” range or below = 0 – 7.2 (No Credit to C-

Resubmission may be required, with a maximum revised score of C.
- Instructors may require resubmission if any scores fall under “Not evident” or if submission is otherwise incomplete.

### Evaluative Categories and Criteria

<table>
<thead>
<tr>
<th>Professionalism, Preparation, Submission Requirements</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You follow all assignment and submission <strong>instructions</strong> and include required resources/materials.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Exceeding</td>
</tr>
<tr>
<td>2. Unit/Lesson/Task Overviews are completely and correctly filled out. There is internal <strong>consistency</strong> among the Unit Overview and other documents.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Exceeding</td>
</tr>
</tbody>
</table>

**Commentary**
Highlight your anticipated score/standard (Yes/Mostly…). For the final draft, provide a commentary to explain how you believe you’ve met the criteria for indicated categories. Your level of detail should be guided by the general length guidelines.

- No commentary required.
3. Unit and lesson planning are clearly rooted in the philosophy of **backward design**:
   - Define learning **goals**
   - Design **assessments** of evidence of goals
   - Design **learning plan** designed for success on assessments.

4. Materials are free of language and content errors (English and target language) and are **well polished** (organization, clarity, formatting, etc.), conveying a sense of professionalism to audience: the students, parents, colleague, or an outside reader.

5. Unit overview and **lesson plans** are complete and can be **clearly** understood by another teacher. Individual tasks can be clearly followed by another teacher.

6. Drafts show progressive **improvement** and submission shows attention to all instructor **feedback** and peer **collaboration**.

7. Unit, lesson, tasks and accompanying commentaries demonstrate sound knowledge of research/theoretical framework/principles regarding the process of **language acquisition** and effective teaching strategies as connected to language and cultural/content objectives.

**Focus and Balance**

8. Unit and lesson’s overall design connects to and realistically **builds towards** stated objectives. There is **sufficient** input/practice for students to meet stated objectives.
9. The unit and lesson’s tasks focus on **multiple dimensions** of language acquisition through clear connections among vocabulary/language functions/structures/text types and a **balance** of the four skills (L/R/S/W) and communicative modes in context.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

10. LLC III / IV only: Curriculum and tasks are designed to help students develop **academic language**.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

11. Unit’s instruction integrates the development and assessment of **cultural/content understanding** and/or knowledge. It demonstrates some awareness of or attempts at critical pedagogy.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Brief (2-3 sentences)</th>
</tr>
</thead>
</table>

**Sequencing and Scaffolding**

12. Lesson’s progression of tasks is organized **coherently and cohesively** to guide students to build fluency and accuracy in their communicative proficiency. Individual tasks are sequenced using **scaffolding** or other structured support\(^3\) to guide students successfully through the tasks.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Medium (2-3 short paragraphs)</th>
</tr>
</thead>
</table>

13. Curriculum is made accessible and meaningful to the students in the class through ** tailoring or differentiation ** with respect to prior levels of language acquisition, experiential backgrounds/interests, and/or for students with identified educational needs.

<table>
<thead>
<tr>
<th>Not evident</th>
<th>Somewhat/ Lacking</th>
<th>Mostly/ Adequate</th>
<th>Medium (2-3 short paragraphs)</th>
</tr>
</thead>
</table>

**Assessment**

\(^3\) Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work, etc.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14. Assessment plan is likely to yield convincing evidence</strong> as to whether students have met all unit objectives: communicative proficiency, cultural/content understandings, etc.</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>15. Assessment(s) are organized cohesively and assess a balance of the multiple dimensions of language acquisition (skills/modes, communicative functions/vocabulary/structural accuracy/text types, etc.)</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
</tr>
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<tr>
<td><strong>16. Learning tasks provide students opportunities to develop proficiency in what is actually being assessed.</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
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<tr>
<td><strong>17. Teacher provides a balance of feedback to students and students periodically self-assess progress and reflect on feedback</strong></td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
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</tbody>
</table>
Unit Title: __________________

Unit: Think ahead to a full unit you might teach in your placement a few weeks after C&I ends this quarter. For your major project this quarter in C&I, you are going to design the overview, organization, and general task descriptions of a 2-4 week unit. The unit should have communicative language goals (across the three communicative modes) as well as the development of cultural/content understanding and/or knowledge.

Unit Overview

Give a paragraph-length overview of your unit's goals and any key tasks or assessments.

____________________________________________________

Class context

Class level(s)? LLC stage(s) of students? Traditional/heritage learner classroom? City/name of school? Number of students? Other pertinent information?

____________________

Describe if you have any students that may benefit from any accommodations, adaptations, or other attention (students with IEPs/504 plans, HL learners, EL learners, GATE students, etc.):

____________________

What relevant prior knowledge, skills, or exposure are your students coming into this new lesson with?

____________________
## Unit Objectives

Map out your unit goals in the tables below. Throughout your unit, you will be expected to assess the goals you list below. However, if you have any goals that you don’t expect students to fully master or are simply for the sake of exposure, which you will not formally assess, please indicate so: “Students will be exposed to… / Students will become familiar with…”

### Primary Language Goals

<table>
<thead>
<tr>
<th>What current/newer communicative functions will students be able to do (communicate) in the target language by the end of this unit? What type of language structures or text types will students use to communicate these functions? Be sure to include all three communicative modes, to varying degrees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frame these as goals: “Students will be able to [function] using [language structure/text type]”</td>
</tr>
<tr>
<td>• Students will be able to understand the week’s weather by listening to a radio report. (interpretive)</td>
</tr>
<tr>
<td>• Students will be able to describe the week’s weather using correct characters/spelling in an email exchange. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to tell what childhood activities they used to do using the imperfect tense of regular verbs/过去常常. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to describe theirs and others’ personalities using the verb “ser” with correct noun-adjective agreement in number and gender. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to give health advice to others using the subjunctive. (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to give health advice to others using structures like 你有頭痛，也許你應該採取一些阿司匹林 你累了，休息一下。 (interpersonal)</td>
</tr>
<tr>
<td>• Students will be able to demonstrate understanding of the main ideas and most details in extended discourse* (newspaper articles) on the topic of immigration. (interpretive)</td>
</tr>
<tr>
<td>• Students will be able to relate the emergency earthquake response in the Caribbean in a paragraph-length blog entry using correct transitional phrases*. (presentational)</td>
</tr>
</tbody>
</table>

What previous/older language, if any, are you purposefully recycling back in for reinforcement?  
| • | | | |

Teachers of LLC III & IV: which of the above goals promote academic language development? Mark each with a double star (**).

### Content / Cultural Goals for Understanding

<table>
<thead>
<tr>
<th>What big idea will students explore in this unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

| Essential Questions |
| What provocative questions will foster inquiry, uncoverage, understanding of big ideas, transfer of learning, and contextual glue for knowledge/skills? |
| • | | | |

| Understandings: |
| What understandings are desired? Be sure to consider a variety of facets: Explain - Interpret - Apply - Perspective - Empathy - Self-Knowledge |
| • Students will understand that… |
| • Students will understand that… |
- Students will understand that…

Which misunderstandings, if any, are predictable that you will need to actively address?

- 
- 

### Cultural / Content Knowledge Goals

What key knowledge or “facts”, if any, will students attain as a result of this unit?  Examples: Knowledge that enables/equips students to demonstrate or attain understanding, key terms, facts such as when a dynasty began/ended, ingredients in dishes typical of a country, where French is spoken in world, religions in Ecuador, names of major cities in the country

- 
- 

### Other Objectives (if any)

What other skills will students develop or goals do you have, aside from those captured above? Examples: study skills, rules for participating in a Socratic discussion, technology skills such as run a spell check, cite a source, insert an image, etc.

- 
- 

### California WL Standards Addressed

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Communication (with functions)</th>
<th>C. Cultures</th>
<th>D. Structures</th>
<th>E. Settings</th>
</tr>
</thead>
</table>

Which Calif. WL standards are addressed in your unit?  Include the actual numbering and text of the standards, adapted to the specifics of your unit:

- (you may hold off on naming Calif standards until after you’ve developed the Learning Plan / Draft #2)

- 
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- 

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4 Refer to BAFLP’s “Language Instruction for the 21st Century” document (p9-11) for specific examples and the California FL Framework or California Standards documents for generalized interpretations.
Unit Assessment Plan

✓ You must assess each of your (1) Primary Language Goals, (2) Content / Cultural Goals for Understanding, & (3) Cultural/Content Knowledge Goals (exception: goals above that you list for exposure/familiarity)
✓ Your assessment plan must monitor both production (speaking/writing) and reception (listening/reading) of the Primary Language Goals, in relative balance.
✓ Teachers of students at LLC III or LLC IV will need to include attention to Academic Language.
✓ You may combine or blend different assessment types in a given “test/quiz”, “project”, “presentation”, “essay”, etc. Just make it clear in your descriptions below.
✓ Review the unit’s scoring guide for scoring criteria of your work.

Authentic Performance Assessment(s)
Through what authentic performance task(s) will students demonstrate proficiency in your goals (language, culture, etc.) in a real-life context? Frame the performance task(s) using UbD’s GRASPS model (p159). Add additional box templates for tasks if needed.

| Task Title: ____________________ |
| Which language and content/cultural unit goals will this particular task allow you to assess? (“Students will be able to… / will understand that…”) |
| • __________ |
| • __________ |
| • __________ |

| Goal | __________ |
| Role | __________ |
| Audience | __________ |
| Situation | __________ |
| Product(s), Performance, Purpose | __________ |

| Standards & Criteria for Success | ____________________ |
| Evalutative Criteria (a simplified scoring rubric) | ____________________ |
| Criteria you’ll be assessing/evaluating: | How well do students need to perform to meet that particular standard? | ____________________ |
| | | ____________________ |
| | | ____________________ |
| | | ____________________ |
| | | ____________________ |
| | | ____________________ |

Other Assessment Types
Through what other tasks, if any, (e.g. “traditional” quiz/test, academic prompts, etc.) will students demonstrate achievement of the desired results? Add/delete box templates for tasks if needed.

| Task Title: ____________________ |
| Which language and content/cultural goals will this particular task allow you to assess? | ____________________ |
| | ____________________ |
| | ____________________ |
| | ____________________ |

| General format of | ____________________ |
### Standards & Criteria for Success →

#### Evaluative Criteria (a simplified scoring rubric)

<table>
<thead>
<tr>
<th>Criteria you’ll be assessing/evaluating:</th>
<th>How well do students need to perform to meet that particular standard?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Unit Learning Plan

- Unit Plan should last 2-4 weeks (450min-1200min)
- Review the unit’s scoring guide for scoring criteria.

What sequence of tasks/activities will prepare students to achieve the unit goals on the unit’s formal and informal assessments? In the table below, give a brief description of all activities, coding each with a blending of our traditional Five-Step Lesson and UbD’s WHERETO’s steps/element(s).

<table>
<thead>
<tr>
<th>Activity/Task Title:</th>
<th>Give a simple title to refer to throughout your lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing:</td>
<td>Give an estimate as to how much class time you expect to dedicate to the activity or task (e.g. 10-15min). Please note if any task is intended as homework. If the assignment will be completed at home as homework, please note so (e.g. “15min in class, rest as HW”). Homework will not count toward the unit’s time limits.</td>
</tr>
<tr>
<td>Lesson Step/Elements:</td>
<td>How you organize and make the goals accessible to your students. A given task may serve more than one purpose (e.g. UK, GP).</td>
</tr>
<tr>
<td>W</td>
<td>Helps the students know Where the unit is going and What is expected of them; helps the teacher know Where the students are coming from (prior knowledge, interests)</td>
</tr>
<tr>
<td>SH</td>
<td>Sets the Stage, Hooks all students, or Holds their interest</td>
</tr>
<tr>
<td>CI</td>
<td>Provides students with Comprehensible Input connected to Primary Language Goals</td>
</tr>
<tr>
<td>UK</td>
<td>In an appropriately scaffolded way, helps students experience, explore, and Understand the cultural/content big ideas or essential questions; helps students learn key Knowledge.</td>
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<tr>
<td>GP</td>
<td>Provides students with scaffolded Guided Practice toward goals.</td>
</tr>
<tr>
<td>IP</td>
<td>Provides students with Independent Practice toward goals.</td>
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<tr>
<td>AE</td>
<td>An opportunity to deliberately Assess or Evaluate student progress.</td>
</tr>
<tr>
<td>AL</td>
<td>An opportunity for students to develop their Academic Language skills (only req’d for LLC III / IV)</td>
</tr>
<tr>
<td>R</td>
<td>Allows students to periodically reflect on or self-assess their progress towards unit or personal goals in a structured way.</td>
</tr>
</tbody>
</table>

Skills & Modes Addressed: For example: “interpretive listening,” “interpersonal speaking & listening,” “presentational writing,” etc. If it’s a communicative task, name the mode and skill: interpersonal/interpretive/presentational + L/S/R/W. If it’s non/pre-communicative, such as a drill, just tell the skills involved (L/S/R/W). If in English, just say “English”

Description of Task: Give a brief description of each activity (a short paragraph) to indicate which goals are being addressed. Be sure to explain in general terms what the teacher will be doing and what the students will be doing during the activity, and in what language. Please do not include the detailed procedural instructions here or how you will break up the task. You will explain some of the tasks in greater detail later when you fully design the components.

---

5 The WHERETO elements are introduced in UbD in figure 1.2 on p22 and explained in greater detail in Ch9 “Planning for Learning”, starting on p198
<table>
<thead>
<tr>
<th>Activity/Task Title</th>
<th>Timing</th>
<th>Lesson Step / Element(s)</th>
<th>Skills &amp; Modes Addressed</th>
<th>Description of Task</th>
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<tr>
<td><strong>Total length of unit:</strong></td>
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<td><em>(2-4 weeks ≈ 450min-1200min)</em></td>
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</table>
Five-Step Lesson Plan Overview

**Five-Step Lesson**: From the larger 2-4 week unit, you are going to map out one complete 3-5 hour (180-300min) learning segment that roughly follows the **Five-Step Lesson**: Setting the Stage, Comprehensible Input Presentation, Guided and Independent Practice, with Assessment/Evaluation. In the Five-Step Lesson, you will include, to varying degrees, all four skills: listening, reading, writing, speaking. The primary focus of the lesson should be on communicative proficiency.

**Fully Developed Tasks**: Although you will map out in general terms the entire series of tasks in your Five-Step Lesson, you will only fully develop and plan out five components/tasks/activities, including all of their respective resources:

- One of your **Setting the Stage** activities
- One of your **Comprehensible Input** Presentation activities
- One of your **Guided Practice** activities
- One of your **Independent Practice** activities
- One **Summative Assessment/Evaluation** with Student Reflection

**Specific Required Elements**:
- Include, to varying degrees, all **four skills**: listening, reading, writing, speaking.
- Your assessments should include both **receptive** and **productive** skills.
- Include some degree of tailoring or **differentiation** in one or more tasks for students with identified educational needs
- LLC III & IV teachers must include the teaching of Academic Language in your task(s) at some point

### Five-Step Lesson Objectives

<table>
<thead>
<tr>
<th>Primary Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What current/newer</strong> communicative functions will students be able to do (communicate) in the target language by the end of this Five-Step Lesson? What type of language <strong>structures</strong> or text types will students use to communicate these functions? What specific <strong>vocabulary</strong> or phrases will they acquire? Give a specific list.</td>
</tr>
<tr>
<td>Frame these as <strong>goals</strong>: “Students will be able to [function] using [language structure/vocabulary]”</td>
</tr>
<tr>
<td>Students will be able to…</td>
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<tr>
<td>Students will be able to…</td>
</tr>
<tr>
<td>Students will be able to…</td>
</tr>
<tr>
<td>What <strong>previous/older</strong> language, if any, are you purposefully recycling back in for reinforcement?</td>
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<td>__________</td>
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<tr>
<td>__________</td>
</tr>
<tr>
<td>Teachers of LLC III &amp; IV: which of the above goals promote <strong>academic language</strong> development? Mark each with a <strong>star</strong> (*).</td>
</tr>
</tbody>
</table>

### Other Goals

**Which of the larger unit’s content/cultural/other goals or skills will students be developing in this Five-Step Lesson?** (Note: It is not expected that students will be able to demonstrate mastery if the unit will not yet have ended.)

__________
__________
__________

### Five-Step Lesson Assessment Plan
Describe the nature of the evidence that you will use over the course of the entire lesson and explain how it will allow you to assess your students’ progress in each of the stated lesson objectives, both the primary language goals and the content/cultural goals. These may be formative assessments that will help you to alter instruction within a single day’s lesson or for subsequent days, or they may be summative assessments that allow you to formally determine the extent to which students have met all of your stated goals for the learning segment: checks for understanding, monitoring around the class, reviewing written student work, showing of hands, formal tests, presentations, etc. Please copy and paste any of the boxes of assessment task descriptions from the Unit Assessment Plan.

Five-Step Lesson Sequence of Tasks
Which tasks/activities fall within this Five-Step Lesson learning segment? Please copy and paste the entire series of tasks (including their descriptions) from the Unit Learning Plan above.

Five-Step Lesson Materials/Resources
Give a simple list of all instructional materials needed to teach this entire 3-5 hour learning segment/lesson (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.).

•
•
•
•
•
•
•
•

Regardless of whether you choose to use formative assessments, a formal summative assessment, or a combination, you must employ an assessment plan that gives you confidence that your students have met your communicative goals. This must fit into the short window of 3-5 hours, so make sure your goals are not overly ambitious to teach and assess in that short time frame of 3-5 hours.
Setting the Stage & Comprehensible Input Introduction Presentation

Task Title: ________________

- Introduce one (or more) language functions and text types to students in cultural context.
  - **function**: The ability to carry out tasks with language. May be receptive (listening and reading) or productive (speaking or writing).
  - **text type**: The form of the message produced or received (oral and written words/formulas, sentences, paragraphs, extended discourse).

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| **New**: What **communicative function**(s) will students be acquiring in the target language during this introduction? Be specific and include an actual listing of target vocabulary\(^7\), phrases, using which structures/grammar, etc., if applicable. 
| \(\_\_\_\_\_\_\_\_\_\) |
| **Old**: What previous language, if any, are you recycling back in for reinforcement? 
| \(\_\_\_\_\_\_\_\_\_\) |

<table>
<thead>
<tr>
<th>Other Objectives (if any)</th>
</tr>
</thead>
</table>
| What other **content/cultural/other** goals or skills will students be developing in this task? 
| \(\_\_\_\_\_\_\_\_\_\) |

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

- \(\_\_\_\_\_\_\_\_\) 
- \(\_\_\_\_\_\_\_\_\) 
- \(\_\_\_\_\_\_\_\_\) 

Setting the Stage and Comprehensible Input Presentation Overview

Give an expanded description of the Setting the Stage and Comprehensible Input Introduction Presentation. You should use enough detail to allow another instructor to understand the overall content and flow of the presentation. In your description, be sure to include:

- estimated duration of the Setting the Stage and full Comprehensible Input Presentation
- how you’ll ensure that the target input is comprehensible
- the organization, stages, breaks, or steps within your presentation
- any planned interactions with or between students
- your planned checks for understanding
- what the teacher and students will be saying/doing
- a representative sample of the script\(^8\) of the actual input and/or interactions

\(^{7}\) Tip: Be realistic about how many words/phrases students can acquire at a time. In an average-length CI presentation of 15min, students might only be expected to acquire 7-10 words/phrases, depending upon whether words are cognates or otherwise easily comprehensible.

\(^{8}\) This is to give the reader a general sense. However, for personal, teacher reference and rehearsal, it will likely be wise to develop a fuller script, which you may optionally append here. On the other hand, some teachers may feel confident and natural referring to a set of bullet points of the presentation or notecards to improvise around.
In-Class Teaching Demonstration

For your demo in C&I, you should come fully prepared with all materials (visuals, enough handouts, PPT, etc.) as if you were actually teaching your class. If you need access to class technology, be sure to show up early to test your computer, speakers, etc. ahead of time. If, in the interest of time, you’d prefer to only teach your “Comprehensible Input” to C&I, you are welcome to simply explain what you’d have students do for “Setting the Stage” rather than “teach” it to us. Please review the Scoring Rubric below to see how your work will be evaluated. You will be primarily scored on your actual teaching demo in class, but be sure to send both of your instructors a completed digital copy of this document before the start of class. It is highly recommended that you rehearse/practice your presentation in small groups ahead of time to work out as many inevitable “kinks” as possible.

When we give our demos in class, we’ll roughly adhere to the following format:
1. 5min: Give each C&I classmate and instructor a hard copy of these Comp. Input lesson docs, including scoring guide. Give class a brief overview of your unit and this presentation’s specific goals.
2. 10-15min: Teach your lesson.
3. 10min: Get class feedback

Scoring Rubric for Comprehensible Input Presentation Demonstration

<table>
<thead>
<tr>
<th>Evaluative Categories</th>
<th>Initial Stages</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparedness &amp; Professionalism</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher is prepared with all required materials and has clearly rehearsed the instruction.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>Language and content is error-free and polished.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher introduces one or more language functions and text types to students in cultural context.</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td><strong>Promotion of Acquisition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction is likely to promote acquisition of communicative proficiency in goals by…</td>
<td>Not evident</td>
<td>Somewhat/ Lacking</td>
<td>Mostly/ Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
<td>✓ providing input that is <strong>comprehensible</strong> but just beyond students’ current level (i + 1)</td>
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<tr>
<td>✓ providing a substantial <strong>quantity</strong> of input (recontextualization, repetition, etc.)</td>
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</tr>
<tr>
<td>✓ maximizing <strong>conditions</strong> for communicative intent (engaging, low anxiety, interaction, etc.)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Directing/Monitoring</td>
<td>Not evident</td>
<td>Somewhat/Lacking</td>
<td>Mostly/Adequate</td>
<td>Yes/Strong</td>
<td></td>
</tr>
<tr>
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<tr>
<td>Teacher gives clear directions, engages learners, and responds to students by <strong>checking</strong> for understanding.</td>
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</tr>
</tbody>
</table>
Guided Practice Task Lesson Plan

Task Title: ________________

Task Objectives

Language Objectives

New: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.

Old: What previous language, if any, are you recycling back in for reinforcement?

Other Objectives (if any)

What other content/cultural/other goals or skills will students be developing in this task?

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

•
•
•

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

✓ estimated duration of each step in the task (e.g. 5min)
✓ any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
✓ if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
✓ all ways you break down, model, etc. the task
✓ any checks for understanding
✓ if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
✓ what both the teacher and students will be doing/saying
✓ any ways you may tailor or differentiate instruction for particular students.

_______
Independent Practice Task Lesson Plan

Task Title: ______________

Task Objectives

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| **New**: What communicative function(s) will students be acquiring in the target language during this task? Be specific and include an actual listing of target vocabulary, phrases, using which structures/grammar, etc., if applicable.
| ______ |
| **Old**: What previous language, if any, are you recycling back in for reinforcement?
| ______ |

<table>
<thead>
<tr>
<th>Other Objectives (if any)</th>
</tr>
</thead>
</table>
| What other content/cultural/other goals or skills will students be developing in this task?
| ______ |

Task Assessment(s)

Describe the nature of the evidence from this task that you will use (e.g. checks for understanding, monitoring around the class, reviewing written student work, showing of hands…) and explain how it will allow you to assess your students’ achievement of the stated task objectives.

Task Materials/Resources

Give a simple list of the instructional materials needed for this task (textbook pages 34-35, title of handout, digital projector, vocab cards, name/link to video, etc.). Develop/submit all materials.

- ______
- ______
- ______

Task Sub-Steps

Give a detailed description of the task by enumerating and describing the sequence of steps. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Take out your Ch4 vocab lists, a blank sheet of paper, and your highlighters.” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”
- if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
- all ways you break down, model, etc. the task
- any checks for understanding
- if any part of the task is being conducted in English. Otherwise, it will be assumed to be in the target language.
- what both the teacher and students will be doing/saying
- any ways you may tailor or differentiate instruction particular students.
**Summative Assessment/Evaluation**

*with Student Reflection*

**Task Title:** _____________

→ **Goals/standards/criteria** for this assessment are in the Five-Step Lesson’s Overview above.

**Task Materials/Resources**

Give a simple list of the instructional materials needed for the assessment: the assessment itself, scoring rubric/guide, for feedback, for student reflection. Develop/submit all materials.

- __________
- __________
- __________
- __________
- __________
- __________

**Assessment Task Sub-Steps**

Give a detailed description of the implementation of this assessment task by enumerating and describing the *sequence of steps*. You should use enough detail to allow another instructor to read and follow this plan, step-by-step. While describing the task, please specify:

- estimated duration of each step in the task (e.g. 5min)
- any procedural or mechanical directions beginning/during/exiting the task that explain how you keep you and your students prepared and organized: “Clear your desks, take out a blank sheet of paper, and your pens/pencil,” “Partner A will work with Partner B,” “Have your group materials manager bring up your pictures with sentences stapled underneath”, “Sign up for presentation order on the board.”
- if students are well-versed in a given procedure, task type, etc. and don’t need extensive guidance, please note so
- all ways you break down, model, etc. the task
- what both the teacher and students will be doing/saying
- whether students are allowed to use any notes, reference, visuals, or support.  
- any ways you may tailor or differentiate the assessment for particular students.

**Assessment Feedback and Reflection**

Explain how:

- you as a teacher will provide feedback to each of your students: what they have done well, guidance for improvement, etc.
- students will be required to self-assess and reflect on the teacher feedback

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9 Be careful about how any support may affect how reliably you can assess students’ genuine acquisition of language proficiency or demonstration of understanding or knowledge. On the other hand, keep in mind what kind of ‘support’ might ordinarily be available in a real-life context.
• Your final plan to be submitted on November 7 should include copies of any materials used: picture books, charts, graphic organizers, etc. Charts are often unreadable in the video, so if you create one please take a digital picture and include it in the plans.

Teaching and Videotaping
Please try to teach your lessons the week of October 28th. Videotape the entire lesson. You’ll need to think about how to capture student voices. If you have an external microphone, you should use it. Transfer the lesson to a CD, thumb drive, or YouTube video. Create a series of clips that includes either: 1) a selection of the before, during, and after sections of your guided reading group, or 2) the minilesson, your best conference, and the closing of your reading workshop lesson. This series of clips should be about 10 minutes in length.

Writing the Reflection
1. Watch your video.
2. Think about your teaching and jot down some notes. The reflection is for you, and you can use it to bring up anything related to your lesson or to teaching reading more broadly. But, in case that feels too open-ended, here are some points of departure for thinking about your lesson:
   • **Teaching.** Think about the challenges and successes of your lesson. Did you notice anything (e.g., pacing, management, responding to student needs, communicating ideas) that was a strength or an area to work on? What did you learn as a teacher from planning and teaching this lesson? What were your challenges and successes during conferring (if you did this)? Try using the rubrics to support your thinking.
   • **Learning.** What do you think your students learned? Try to state this in specific terms and find evidence in the video or in work samples. For whom was this lesson successful? Which students struggled, why was this difficult for them, and what might you have done to support those students?
   • **Students’ experience of your lesson.** Lessons communicate much more than the curriculum that they are designed to teach. Just think about your Johnston readings! Teaching methods, participation structures, assignments, and expectations provide explicit and implicit cues to students about teacher and student roles, the nature of the subject, and the nature of learning. They also impact students’ self-efficacy, relationships with others, motivation, and engagement. How do you think students experienced the lesson you taught? What evidence do you have? Looking through the lens of student experience, what have you learned about classroom environment, curriculum, and teaching from teaching this lesson in your placement setting?
3. Your written reflection should be **no more than three**, double-spaced, 12 point font pages.
Timeline
• Work with your CT to choose an appropriate lesson for reading.
• Lesson Plan and Background Information are due via email to Connie and Meredith on Friday, October 25, by midnight. You will receive feedback via email.
• Teach lesson week of October 28th.
• Complete project (final lesson plan, video of teaching with both full video and 10 minute clip, artifacts, and reflection) due November 7. Please save a copy of your CD to share at our final class on December 5.

Feedback and Grades
Feedback for this assignment will be given in two phases: 1) We will respond to your lesson plans by email before you teach; 2) We will provide you with feedback by email on your reflection. In responding to your lesson plan and reflection, we will be looking for:

1. Completeness and clarity of the lesson plan. Your preparedness is heavily weighted.
2. Appropriateness of the lesson objectives and pedagogies employed.
3. Clear understanding of the pedagogical strategies you chose and their purposes.
4. Clear understanding of the content you are teaching.
5. Effective teaching. (Please see the rubric. You will not be rated using this rubric; we’re just using them to guide viewing of your video and feedback.)
6. Thoughtful, evidence-based discussion in the reflection.
Background Information

Grade level(s):


Why is this lesson important to teach to this group of students at this time? (For Reading Workshop this is a fuller explanation of brief statement that appears on your lesson plan.) Include assessment information:

Additional information about class norms, curriculum, or student experiences pertinent to the planning of the lesson:

Who are the students in your class? Describe students’ cultural and linguistic backgrounds as well as any special learning needs. Be sure that any differentiation that is necessary is addressed explicitly in your lesson.
Guided Reading Planning Guide

**Before Reading**

Date: _____  Group/Students: (small group)_____________________________________________

Book Title: ______________________________ Book Level: ____________

Focus for Instruction:__________________________________________________________

Why is this book appropriate for this group of students?

Word Work (as appropriate):

**Introducing the Text**

**Introducing the Text/ Previewing:** (Includes most of the following: assessing what children know, connecting to real life experiences, talking about the topic of the story, focusing children on specific aspects of text, drawing attention to difficult words)

**Setting a Purpose for Reading:** (Make the purpose explicit; use kid-friendly language)

**During Reading**

**Observing Students during Reading:** What will you look for while students read? This should be directly related to the purpose you have set above. Will you have all or some of the students read to you while you record information about their reading?

**During Reading the Text:** How will students read the text? (e.g., whisper read at own pace, buddy read, echo read first with you and then whisper read– Not round robin reading); “Teaching moves” to make during reading, plans for guiding students through difficulties.
After Reading

After Reading: Questioning about the process (e.g., What problems did you come across today? How did you figure out...? Why do you think...?), discussion of content and key ideas, rereading, follow up experiences, more in depth work on selected vocabulary words.

Observations of Student Reading:

Next Steps for Instruction:
Checklist to complete before instruction
(and to consider in your reflection)

Did you plan to . . .

[Before reading]
___ choose a book that was appropriate for the reading level of all of the students in your group?

___ match the content in the book to the interests of your students?

___ choose a book that provides rich opportunities for students to learn?

[Introducing the text]
___ provide an introduction that includes some or all elements of an introduction (meaning of text, language, aspects of print) in a highly integrated, engaging, and cohesive way?

___ engage students in a conversation that brings them into the text and supports thinking about the meaning of the text?

[During reading]
___ attend to individual readers and record notable observations?

___ demonstrate, reinforce, and prompt (as needed) for effective reading behaviors and problem-solving actions?

[After reading]
___ engage children in a rich discussion of the meaning of the text that is evident in students' comments about their thinking?

___ make intentionally chosen, specific teaching points that help students engage in effective processing of the text?
Reading Workshop Planning Guide

Date: ___________
Teaching Strand: ____________________________________________________________

Focus Lesson
Before Instruction
Teaching Point (the general focus of the lesson):

Objective (very specifically, what students will be able to do as a result of this lesson):

Why is this lesson important to teach to this group of students at this time?

Introducing the Lesson
Connection/Introduction (How does this lesson connect to what you have been working on? How will you make that connection explicit when introducing your lesson? How will you introduce your objective?)

Instruction
Direct Instruction (minilesson) (How will you demonstrate the skill?):

Guided Practice (What will you and the students do together so you know: 1) they understand what’s expected; and 2) they’re ready to try on their own?):

Independent Practice (What will students do on their own to practice the skill?):

Closure and Follow-Up
Closure (How will you revisit the teaching point in the wrap-up?):

Link/Assessment (How do you expect students to use the day’s lesson? Should everyone try it today? If not, how will you know that every student has achieved the desired outcome?)
Reading and Conferring
*(to be filled out during actual conferences rather than planning)*

In this section, note four students you met with, your observations, and what you taught the student.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you notice about the reader (strengths/areas of need)</td>
<td>What you notice about the reader (strengths/areas of need)</td>
</tr>
<tr>
<td>Teaching point of conference:</td>
<td>Teaching point of conference:</td>
</tr>
</tbody>
</table>

<table>
<thead>
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</tr>
<tr>
<td>Teaching point of conference:</td>
<td>Teaching point of conference:</td>
</tr>
</tbody>
</table>

Adapted from Lucy Calkins, *The Art of Teaching Reading*
Checklist to complete before instruction
(and to consider in your reflection)

Did you plan to... 

[Before instruction]
___ include a clearly stated objective that is focused on a reading principle?

[Introducing the lesson]
___ facilitate students' understanding of the relationship between the focal instructional element and prior learning?

[Instruction]
___ provide a clear and explicit demonstration and/or example of what students need to learn and do as readers?
___ allow students the opportunity to practice that skill?
___ elicit comments from students that are evidence of understanding?

[Reading and conferring]
___ demonstrate, reinforce, and prompt (as needed) for effective reading behaviors and problem-solving actions?
___ engage children in a rich discussion of the meaning of the text that is evident in students' comments about their thinking?
___ make intentionally chosen, specific teaching points that help students engage in effective processing of the text?
___ take notes?

[Closure and follow-up]
___ provide time for students to share their reading?
___ allow time for (and prompt for) students to articulate their thoughts (related to the book or meta-level) and for students to respond to each other?
___ use sharing as an opportunity to extend or revisit teaching point?
Learning Segment Assignment

Due Thursday, 3/14 by 9 am (digital package to Coursework)

Description of the Assignment:

An important part of teaching involves planning lesson sequences, enabling students to engage with mathematics in different ways and to build careful conceptual connections over time. To plan effective lesson segments you will need to think carefully about published curriculum, adapting materials to fit the needs of students that you teach and, at times, you may design new activities. For this assignment you will be preparing a learning segment, drawing on what you have learned throughout the year about the teaching and learning of mathematics. The activities within your learning segment could include those you have designed from scratch, activities and materials that your school already uses, and/or other published materials. An important activity for you is to choose activities carefully and, where appropriate, to adapt them to meet the particular needs of your students and your own teaching goals.

In the spirit of backwards design, we will go through the process of establishing learning objectives, designing assessments, and then finally planning learning activities to help students reach those objectives and show evidence of this on the assessments.

You will be sharing components of your learning segment with us and we will also be asking you to review some work of your colleague's and give feedback. We hope that you will teach these learning segments in your placement classroom during the Spring quarter, so try to choose material that you are likely to be teaching between late March and early May. Because it is difficult to plan for "students" in the abstract, we ask that you plan this learning segment for your primary placement class.

What is a Learning Segment?

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts, skills and practices, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

Learning segments are a way of organizing instruction into coherent “chunks” that make explicit connections across individual lessons. The plan for the learning segment provides a guide for teachers as they do their daily lesson planning and for students as they try to see the connections among class activities and assignments. Effective learning segments can provide scaffolding for student learning by building upon students' growing knowledge, skills, and understanding. By starting with learning goals in mind, teachers can better prepare students to meet those goals.

You will plan a learning segment of approximately 4-5 hours of instruction, spanning at least 3 different lessons that is designed to develop students’ mathematical knowledge by developing a balance of conceptual understanding, procedural fluency, and mathematical reasoning. It should also foster positive student dispositions toward mathematics. The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content.
Your learning segment can be organized around specific mathematical concepts (e.g., similarity; symmetry); practices (e.g., modeling; justification); objects (e.g., conics; transformations); or ideas or applications that integrate concepts across content areas (e.g., packaging boxes; patterns & tessellations). Although some learning segments are primarily skill-based, we ask you to build a learning segment that integrates a balance of conceptual development, engagement in mathematical practices, and development of skills. Whatever the focus of your learning segment, we expect you to identify the “big ideas” students will be able to investigate as they work through it.

**Learning Segment Assessment**

We will assess your learning segment using a set of rubrics along the following dimensions:

- Selecting a central focus
- Unpacking the central focus
- Assessment and rationale
- Learning activities and rationale
- Mathematics and language demands
- Quality of writing
- Timeliness

Drafts of different components of the Learning Segment Assignment will be due throughout the quarter to provide additional structure to the assignment and to give you the opportunity to ask questions and receive feedback from your peers and from us. In addition, feedback on your plan from your cooperating teacher and/or supervisor will be invaluable, since they have local knowledge of your students and school.

On the following pages, we have listed all deadlines for drafts and the final assignment.

**Check-in Meetings**

You will meet with one of the instructors to check in about your learning segment during weeks 2 or 3 of the course. Sign-up times will be provided in class.
# Learning Segment Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with CT to discuss the following, and submit notes summarizing your discussion:</td>
<td>Week 2</td>
</tr>
<tr>
<td>1. What is the possible content of the learning segment?</td>
<td>Tuesday, 1/15 9 am</td>
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<tr>
<td>2. Where does this content fall within the broader curriculum (i.e. what units come before and after)?</td>
<td></td>
</tr>
<tr>
<td>3. When it will take place?</td>
<td></td>
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<tr>
<td>4. Are there any non-negotiables (e.g. curriculum, assessments you must use, etc.)?</td>
<td></td>
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<tr>
<td>5. What resources already exist and/or have been used in the past to teach this content?</td>
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<tr>
<td>Turn in: Notes with answers to all five questions</td>
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</tr>
<tr>
<td>Concept map of central focus</td>
<td>Week 3</td>
</tr>
<tr>
<td>Turn in: link to or pdf of concept map</td>
<td>Tuesday, 1/22 9 am</td>
</tr>
<tr>
<td>Learning segment objectives and rationale</td>
<td>Week 4</td>
</tr>
<tr>
<td>1. Information about students’ prior learning opportunities</td>
<td>Tuesday, 1/29 9 am</td>
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<tr>
<td>2. Central focus of the learning segment</td>
<td></td>
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<tr>
<td>3. Rationale for central focus</td>
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<tr>
<td>4. Prioritized learning objectives</td>
<td></td>
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<tr>
<td>5. Links to the Common Core Content and Practice Standards (Include the CA state standards if relevant to your context)</td>
<td></td>
</tr>
<tr>
<td>Turn in: Narrative addressing all five bullets</td>
<td></td>
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<tr>
<td>Culminating assessment and rubric</td>
<td>Week 5</td>
</tr>
<tr>
<td>1. Develop an individual assessment that occurs after your learning segment that addresses your learning objectives</td>
<td>Tuesday, 2/5 9 am</td>
</tr>
<tr>
<td>2. Develop a rubric to use with your assessment to assess student learning on your learning objectives</td>
<td></td>
</tr>
<tr>
<td>Turn in: Assessment with solutions and rubric</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Component</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------</td>
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<tr>
<td>5</td>
<td>Learning segment calendar – see below for details</td>
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<tr>
<td></td>
<td>Week 6</td>
</tr>
<tr>
<td>6</td>
<td>Elaborated lesson plan</td>
</tr>
<tr>
<td></td>
<td>Week 7</td>
</tr>
<tr>
<td>7</td>
<td>Math task debriefs</td>
</tr>
<tr>
<td></td>
<td>Week 8</td>
</tr>
<tr>
<td></td>
<td>Tuesday, 2/26 9 am</td>
</tr>
<tr>
<td>8</td>
<td>Commentary</td>
</tr>
<tr>
<td></td>
<td>Week 9</td>
</tr>
<tr>
<td></td>
<td>Final completed learning segment</td>
</tr>
<tr>
<td></td>
<td>Week 10</td>
</tr>
</tbody>
</table>

**Component 1: Meeting with your CT**
This discussion will help you narrow down the timing and focus of your learning segment. First, you should share details about this assignment with your CT, including the parameters of time and the importance of including learning opportunities for conceptual understanding, procedural fluency, and mathematical reasoning.

Make sure to discuss the following questions:
1. What is the possible content of the learning segment?
2. Where does this content fall within the broader curriculum (i.e. what units come before and after)?
3. When it will take place?
4. Are there any non-negotiables (e.g. curriculum, assessments you must use, etc.)?
5. What resources already exist and/or have been used in the past to teach this content?

Following the meeting, submit your notes to your Coursework dropbox.

The reality of teaching is that the content of your learning segment might change due to circumstances out of your control. Given this, you should be in continual contact with your CT about how this project is progressing.
**Component 2: Concept map of central focus**
Creating a concept map will help you explore how the mathematical topics in your learning segment are interrelated.
1. Explore the mathematical terrain by finding and solving multiple math tasks
2. Build on part 1 to generate a list of concepts, procedures, and practices related to the mathematical terrain
3. Organize and connect the concepts, procedures, and practices in a concept map

**Component 3: Learning segment objectives and rationale**
This task requires you to specify your learning objectives and rationale for them in narrative form. You will address the following topics:
1. Information about students’ prior learning opportunities
   This should be approximately one paragraph on context describing the learning opportunities that will preceded your learning segment.

2. Central focus of the learning segment
   This asks you to specify the big idea that students are working in your learning segment, and unpack the essential questions. Be sure to address how this builds on students’ prior learning opportunities.

3. Rationale for central focus
   Give a rationale for your choice of learning focus, beyond its inclusion in the standards. Basically, you are answering the question, “Why is this important for students to learn?”

4. Prioritized learning objectives
   a. What are the assessable and multi-dimensional mathematics learning objectives for your learning segment?
      (multi-dimensional includes concepts, procedures, mathematical practices, and positive disposition)
   b. What are the assessable and multi-dimensional academic language learning objectives for your learning segment?
      (multi-dimensional includes vocabulary, syntax, idioms, and peer communication demands)

5. Links to the Common Core Content and Practice Standards (Include the CA state standards if relevant to your context)
   Your learning goals should relate to both content and practice standards. This can be a bulleted list.
Component 4: Culminating assessment and rubric

For this component, you will draft the culminating assessment and rubric you will use to evaluate student learning. You should also include full solutions for all problems or tasks on your assessment.

Important assessment notes:

- Your culminating assessment needs to be individual.
- It does not need to address all of your learning objectives, but it needs to provide opportunities for students to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning.
- The assessment does not need to be lengthy.
- This assessment will be completed directly after your learning segment, not as one of your lessons.

The rubric should capture a range of student understanding. It should reflect ranges of proficiency on conceptual understanding, procedural fluency, and mathematical reasoning. It should connect clearly to your learning objectives.
Component 5: Learning segment calendar
A learning segment calendar should be detailed enough so that another teacher could follow the intent of your learning segment but not detailed enough to qualify as daily lesson plans. The calendar should:

- Identify the course and grade level you are teaching.
- Include the length of each period you teach
- Identify the learning goals/topics addressed each day
- Identify possible activities for each lesson
- Identify two possible teacher questions to be used at some point in the lesson
- Identify how you will incorporate formative assessment throughout the lessons (exit ticket, journal prompt, class work, presentations, etc.)
- Designate topic(s) and structure of homework assignments
- Include the use of technology in one segment of a lesson

A learning segment calendar might also:

- Include specific tasks descriptions and/or discussion or journal prompts
- Note references for supplemental texts and materials

Questions to ask yourself as you design the calendar (these do not need to be answered in writing):
1. How will I make sure all the learning goals are addressed?
2. What scaffolding do I need to provide for the culminating assessment(s)?
3. What is the most logical order in which to sequence the learning activities? Do the earlier activities cover material necessary for later ones?
4. Have I provided multiple opportunities for students to build an understanding of the big ideas in the learning segment, as well as opportunities for them to practice essential skills?
5. How will I build upon homework assignments in subsequent instruction?
6. Have I built in sufficient opportunities to assess student progress towards my learning goals?
7. How will I maintain both coherence and variety within the learning segment? (For example, doing a journal entry every day will feel too repetitive to students, but having a random assortment of activities from day to day will feel disjointed.)
Sample *daily* entry for a learning segment calendar:

<table>
<thead>
<tr>
<th><strong>Monday, 60 min</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics/Learning Goals:</strong></td>
</tr>
<tr>
<td>- Students can identify what they will study in this learning segment, and note guiding questions about proportional growth and similar figures.</td>
</tr>
<tr>
<td>- Students correctly dilate figures manually on coordinate plane</td>
</tr>
<tr>
<td>- Students explore characteristics of similar polygons and conjecture that similar polygons have equal angles and side lengths that are in proportion</td>
</tr>
</tbody>
</table>

**Activities:**

Whole-Class Launch:
“You’re blowing this all out of proportion!” On computer manipulate a photo so that it does and does not retain its proportions); informally discuss idea of images having the “same proportions”, similar figures and dilations. Introduce guiding questions.

Teacher models dilating polygon on coordinate plane.

Group Exploration:
Dilating figures by different *scale factors*. Conjectures about what remains the same and what changes under the dilation. Teacher “checkpoint”: make sure students have dilated correctly and press for conjectures about side lengths and angles.

Whole class discussion:
Students present dilated shapes on overheads. Share observations about figures that have been dilated. Press for conjectures about side lengths and angles. Informally define *similar* figures.

Exit Slip/Pre-assessment:
- What do you know about similar figures?  
- Which of these shapes (give four shapes) do you think is *not* similar to the other three? How can you tell?  
- What questions do you have about similar figures?

**Homework:**
Dilate a “C” (whole number, 1, and fraction scale factor). Calculate dimensions, area, and perimeter of original and dilated.
Component 6: Elaborated lesson plan
You should submit a detailed lesson plan (or two detailed lesson plans) for approximately 90 minutes of instruction - either one block period or two consecutive 45-minute periods.

The lessons you choose should develop students' procedural fluency, conceptual understanding, mathematical reasoning, and productive disposition.

Your plan(s) should include learning goals, participation structures, mathematical tasks, assessments, timings, and materials, and should demonstrate your understanding of a range of instructional strategies. It should also include details about your use of formative assessment.

You should provide enough detail in your plans for other teachers to follow exactly what you and your students will be doing in class.

Include a note about where your materials come from (directly from an outside source, adapted from an outside source, developed yourself). If you have made adaptations, write a sentence noting the rationale for your changes.

We will provide a range of lesson planning templates for you to choose from.
Component 7: Math task debriefs
Using a math debrief format, you need to solve all student math tasks that are included in your elaborated lesson plan. Anticipate possible correct student solution strategies, as well as possible errors, misconceptions, and challenges. You can use the template below:

<table>
<thead>
<tr>
<th>How did you solve the task? (Include details such as diagrams, tables, calculations, etc.)</th>
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</thead>
<tbody>
<tr>
<td>What are some alternative solution strategies you anticipate might surface?</td>
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<tr>
<td>What are some potential challenges, misconceptions, or errors you anticipate might surface?</td>
</tr>
<tr>
<td>What issues around academic language might surface in this task? Consider both productive and receptive modalities.</td>
</tr>
<tr>
<td>1. Vocabulary</td>
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<td>2. Syntax</td>
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<tr>
<td>3. Idioms</td>
</tr>
<tr>
<td>4. Peer communication demands</td>
</tr>
</tbody>
</table>

You can either type up your solutions or submit scans of handwritten work.

Component 8: Commentary
Please respond to the following prompts, including the prompt in the text:

1. How do key learning tasks in your learning segment build on each other to support student procedural fluency, conceptual understanding, mathematical reasoning, positive dispositions toward mathematics, and the development of 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.

2. Discuss how you will draw out and address anticipated misconceptions and common errors through your learning segment.

3. Explain how the collection of assessments (both formative and summative) from your plan allows you to evaluate your students’ learning of specific student standards/objectives and provide feedback to students on their learning.
Number Talk Assignment

What to do:

1. Planning: Decide who among you does which number talk so that your students have the number talks in this order:
   - Dot card talk (attached)
   - 6 x 7 (“Pretend like you don’t know; or, “What if you didn’t know – how could you figure this out?”)
   - 8 x 15
   - 12 x 15 (if they had several methods for 8 x 15); 6 x 25 if they didn’t.

2. Fill in the planning sheet in detail (legibly, please!)
   - Anticipated student responses
   - A list of possible questions you will use to probe student thinking
   - Ways of recording solutions to reflect what the student is thinking
   - How you will address issues that might arise

3. As soon as you do the number talk, write a quick “memo,” jotting down your thoughts and reactions. This is not a formal reflection – it is just a way to capture your thoughts immediately afterwards.

4. Observe your partner’s number talk, taking detailed notes using the Classroom Observation Form.

5. Your partner is there to help you reflect on your experience, so find a time to meet as soon as you can to discuss it together.

6. Write a formal reflection of the experience you had in your number talk.

7. On Thursday, bring to class hard copies of the following:
   - Your plan
   - Your memo
   - Your partner’s observation notes
   - Your reflection of what happened (typed, double-spaced).
Tips and Suggestions

1. Some ideas for questions
   - “Who has an answer/strategy they are willing to share?”
   - “Who has a different answer?”
   - “Who would like to defend one of the answers?” “__________, which answer would you like to defend?”
   - “Who can explain _____’s strategy in your own words?”
   - “So, Julia, it sounds like your strategy is similar to Charlotte’s. She did [x] while you did [y].”
   - “Who can explain why Sabrina [multiplied by 2]?”

   Don’t forget: we are not showing kids how to do anything.

   If you don’t know what a student is doing or you don’t think this method is going anywhere, you can say, “I am still thinking about your method and I will get back to you later about it.”

2. Slippery Slopes:
   - Be careful not to put words into a student’s mouth; as hard as it may be, elicit his or her thinking by waiting and/or probing.
   - Be careful not to “help” students by doing their thinking for them – even though it is what they will expect you to do.
   - “Great answer!” “Right.” “Good.” “Awesome.” (We will talk more about praise in future C&I classes.)

3. When recording, be sure not to violate the equals sign! e.g., 10 x 3 = 30 + 6 = 36
   - Don’t be in a rush to use 3 • 5 or 3(5) instead of 3 x 5. Symbolic notation can interfere with thinking. Use these more sophisticated symbols only when you are sure that your class is comfortable with them.
   - Similarly, don’t be in a rush to introduce grouping symbols; e.g., for 6 x 12, if a student says, “6 times 10 is 60 and 6 times 2 is twelve; 60 plus 12 is 72,” don’t record it (yet) like this:

\[
6 \times 12 = 6 \times (10 + 2) = (6 \times 10) + (6 \times 2) = 60 + 12 = 72
\]

[Note: Symbolic notation (operations symbols, grouping symbols, m for slope, etc.) is an example of what Piaget called “social knowledge.” These symbols are socially agreed-upon, not “constructed” in the mind of the learner through the understanding of mathematical relationships. Quantities and mathematical relationships what we are developing in number talks; increasingly sophisticated notation can come later.]
Assessment for Learning Assignment

Choose an area of mathematics that you or your CT will be teaching in the weeks ahead. Choose an area that is mathematically rich, for which students need to develop understandings of the mathematics.

Design an assessment that incorporates the principles of A4L. The essential features of this assessment include:

Communicating to students:
- What they need to be learning
- Where they are now
- Ways to close the gap between the two places – this last piece can be in your teaching.

The assessment needs to be ‘formative’ that is it needs to inform your teaching and the students’ learning.

Your assessment could take place over one or more lessons. Conduct your assessment with at least 10 students. Assessing the whole class is fine.

The class readings, especially “Working inside the Black Box” (week 7) will give you lots of ideas of A4L strategies, such as self and peer assessment.

In your assignment.

1. Describe the mathematics that the students need to be learning, considering the content and the practices that are being taught. Link the mathematics to the common core standards. Be specific about your learning goals for students.

2. Describe your design of the A4L assessment, explaining why you chose the different features. NOTE: Please include the assessment itself in an appendix to your paper.

3. Consider the assessment as it occurred in practice and analyze the students’ response to it. Please make sure to reference specific evidence from student work samples. You can include selections of student work embedded in your analysis. Make sure to analyze any patterns you notice.

4. Did the assessments help students learn? Why or why not? Explain how the students used the feedback they received, if they did.

5. Did they help you or your CT teach? Why or why not?

6. What are the advantages and disadvantages of A4L compared to more traditional assessments?

7. If you were to implement A4L again, what changes if any, would you make to the strategies you used?

8. In what ways has this assignment helped you develop as a teacher? How might it inform how you use assessment in the future?
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EDUC 267F: Integrating the Garden into the Elementary Curriculum

Pre-fall-Spring 2012-2013
Fridays 10am-12:30pm
1 unit

Instructors: Ruth Ann Costanzo, Jesse Cool & Drew Harwell
Office: CERAS 307
Office Phone: 650-996-0533
Instructor Email: ruthannc@stanford.edu

Course Google site: https://sites.google.com/a/stepteachers.org/stepteachers2013/elementary/courses/educ267g
Course Website: http://suse-step.stanford.edu/academics/elementary/jesse-cool

Course Description
This mini-course uses the garden and kitchen environments to provide teacher candidates with real-world contexts in which to explore some of the key issues that children face in health, nutrition, and sustainability. Sessions occur once a quarter and center on a particular theme and subject matter. Teacher candidates will gain an understanding of how to integrate the various themes with content areas and standards. They will also gain an appreciation for the importance of addressing children's health needs in an era when the country is facing increased obesity and other health problems in young children by learning the skills needed to support a garden project and cook the food grown. Teacher candidates will leave the course with ideas and models on how to continue this type of work at their own school sites. The course, which primarily takes place in the garden, serves as a metaphor for teacher candidates' growth over the course of the year as they learn to become educators.

Sessions At a Glance

<table>
<thead>
<tr>
<th>Session/Date/Time</th>
<th>Theme/Topics</th>
<th>Subject Matter Focus</th>
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</thead>
<tbody>
<tr>
<td><strong>Session 1 - Summer</strong></td>
<td>Placing the Seeds of Change</td>
<td>Mathematics</td>
</tr>
<tr>
<td>SEPTEMBER 14</td>
<td>- Intro to benefits of garden programs</td>
<td></td>
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<tr>
<td>10am-12:30pm</td>
<td>- Children's nutrition</td>
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<td></td>
<td>- Importance of fruits and vegetables</td>
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<tr>
<td><strong>Session 2 - Autumn</strong></td>
<td>Living History</td>
<td>Social Studies</td>
</tr>
<tr>
<td>NOVEMBER 9</td>
<td>- Gardening With heritage seeds</td>
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<tr>
<td>10am-12:30pm</td>
<td>- Ohlone Indians</td>
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<tr>
<td><strong>Session 3 - Winter</strong></td>
<td>Gardening in a container, cooking in a pot</td>
<td>Science/Health</td>
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<tr>
<td>FEBRUARY 22</td>
<td>- Medicinal herbs</td>
<td></td>
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<tr>
<td>10am-12:30pm</td>
<td>- Health</td>
<td></td>
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<tr>
<td><strong>Session 4 - Spring</strong></td>
<td>Bring it Back Home</td>
<td>Integrated curriculum</td>
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<tr>
<td>JUNE 7</td>
<td>- Site visits</td>
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<tr>
<td>10am-12:30pm</td>
<td>- Lunch at the garden</td>
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</tbody>
</table>
Course Expectations
This is a course designed to help you learn both practical skills in planting, gardening, and cooking, along with teaching skills in integrating standards with real-life contexts. As such, attendance of the four class sessions is expected. Teacher candidates should be prepared to participate in the various rotations that will help with acquisition of this knowledge. If you must miss a class for any reason, please notify the lead instructor prior to the class via email.

Final Assignment - due date: JUNE 7
Teacher candidates will complete a final lesson plan or unit (1-3 lessons) utilizing knowledge gained from the three garden sessions. Teacher candidates have the option to teach the lesson or unit during their independent student teaching week. Teacher candidates will identify a subject area or areas on which to focus, choose standards to address in a lesson or unit, identify materials needed, outline the lesson, and select an assessment.

Session Details

Session 1: Planting the Seeds of Change
In this session, we will spend time learning about the beginning stages of growing a garden and observing the garden in the summer season. We will also investigate the ways that mathematics might be integrated with the garden.

Standards Focus: CA Mathematics Standards:
Grade 2: Measurement 1.3 - Measure the length of an object to the nearest inch and/or centimeter
Grade 3: Number Sense 3.0 - Students understand the relationship between whole numbers, simple fractions, and decimals
Grade 4: Geometry 1.0 - Students understand perimeter and area
Grade 5: Geometry 1.0 - Students understand and compute the volumes and areas of simple objects.

Suggested Reading(s) & Resource(s):
How to Grow More Vegetables: Than You Ever Thought Possible on Less Land Than You Can Imagine by John Jeavons

Session 2: Living History
In this session, we will observe the changes that have occurred in the garden from summer to autumn. We will learn about the old ways of gardening, preserving, and preparing for the winter. We will learn about the Ohlone Indians and the ways that they used heritage seeds in their daily lives through integration of the Social Science standards.

Standards Focus: CA Social Science Standards:
Grade 3: History – Social Science 3.2 – Students describe the American Indian nations in their local region long ago and in the recent past
Grade 4: History – Social Science 4.2.1 – Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources
Grade 5: History – Social Science 5.1 – Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic
nations of the Great Plains, and the woodland peoples east of the Mississippi River

*Suggested Reading(s) & Resource(s):*
*Renewing America's Food Traditions: Saving and Savoring the Continent's Most Endangered Foods* by Gary Nabhan

**Session 3: Gardening in a Container, Cooking in a Pot**
This session will be used to facilitate understanding of the way the seasons impact the garden and the structures used for gardening. Teacher candidates will gain practical skills in learning how to use containers in the winter. We will also explore issues of health and the role of medicinal herbs in promoting health.

**Standards Focus: CA Science & Health Standards:**
Grade 2: Life Sciences 2 – Plants and animals have predictable life cycles.
Grade 2: Earth Sciences 3c – Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants
Grade 3: Life Sciences 3a – Students know plants and animals have structures that serve different functions in growth, survival, and reproduction
Grade 4: Life Sciences 2a – Students know plants are the primary source of matter and energy entering most food chains
Grade 5: Life Sciences 2f – Students know plants use carbon dioxide and energy from sunlight to build molecules of sugar and release oxygen

*Suggested Reading(s) & Resource(s):*
“A School Garden in Containers” by Drew Harwell

**Session 4: Bringing It Back Home**
In this last session, we will visit several Bay Area school garden projects. We will learn about the effect that resources have on starting and sustaining gardens at your own school sites. In observing the changes in the garden due to spring, we will also revisit the theme of sustainability.

**Standards Focus: Integrated Curriculum:**
Grade 3: History – Social Science 3.2.2 – Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools)

*Suggested Reading(s) & Resource(s):*
*Hungry Planet: What the World Eats* by Peter Menzel & Faith D'Aluisio
<table>
<thead>
<tr>
<th>LESSON COMPONENTS</th>
<th>Y</th>
<th>N</th>
<th>EVIDENCE IN THE LESSON</th>
<th>MODIFICATIONS</th>
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</thead>
<tbody>
<tr>
<td><strong>Target Vocabulary</strong></td>
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<tr>
<td>Is the target vocabulary identified &amp; taught?</td>
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<td><strong>Assessment of Prior Knowledge</strong></td>
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<tr>
<td>Does the lesson assess students’ prior knowledge about the topic?</td>
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<tr>
<td><strong>Lesson Contextualization</strong></td>
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<td>Is comprehensible input provided through the use of visuals, realia, graphic organizers, etc.?</td>
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<td><strong>Use of Text</strong></td>
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<tr>
<td>Is the text appropriate for the reading/language level of the students?</td>
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<tr>
<td><strong>Language Components</strong></td>
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<tr>
<td>Are listening, speaking, reading and writing all included in the lesson?</td>
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<tr>
<td><strong>Grouping Strategies</strong></td>
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<tr>
<td>Do the grouping strategies utilized in the lesson promote two-way interactions?</td>
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<tr>
<td><strong>Hands-On Activities</strong></td>
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<tr>
<td>Does the lesson include hands-on activities that facilitate content learning?</td>
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<td><strong>Critical Thinking</strong></td>
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<tr>
<td>Does the lesson include questions/activities that promote higher level thinking?</td>
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<td><strong>Learning Styles</strong></td>
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<td>Does the lesson consider the multiple and varied learning styles of the students?</td>
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<td><strong>“Real World” Application</strong></td>
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<td>Does the lesson make connections between the topic and the students' everyday lives?</td>
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<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td>Does the lesson include a way (or ways) to assess student learning?</td>
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PREPARING for PLANNING & TEACHING in the ARTS: Interdisciplinary & Integrated Arts Learning in the K-6 Classroom

In your grade level team,

1) Collaboratively develop a “roadmap” or “sketch” for a simple lesson that integrates one or two art disciplines into one academic content area.
   - Use planning guides & tools from class, as well as any other relevant materials
   a. Together, analyze the process your collaborative GL team used to develop the lesson “roadmap.”
      - Connect your thinking and planning to course readings (Cornett & other relevant resources) and to in-class discussion.
   b. Be sure to document in writing the group’s thinking and decision-making process as you collaboratively developed the “roadmap” plan. Touch briefly on the following points:
      - How did the group choose learning objectives in the arts & the academic subject?
      - What goals did the group have for arts integration? How did you decide?
      - How did the VAPA Standards influence the group’s planning? Did the group connect the Standards to how the lesson would be assessed? How?
      - How did the group incorporate concepts & information from the course?
      - Summarize the outcome of the group’s work. Did the group produce a plan any one of you could implement in some way?

   c. Attach a copy of the group’s completed “roadmap” – the yellow “Building an Integrated Arts Lesson” organizer to the individual reflection you will turn in.
      - The group will turn in a copy of the (written) documentation separately on Thursday, 9/19.

2) Individually write a 3-4 page paper in which you
   a) Reflect on your own work & learning in the course overall. Think about…
      - What were the most significant parts of the course for you? Why?
      - How did the course readings open new ways of thinking or present possibilities for teaching? Which had the most impact?
      - What in the course will contribute to your including the arts as part of your classroom curriculum?
      - What is most valuable to you about learning in and through the arts? How will this influence your teaching elementary students?
      - Has your perspective on the arts in education changed since the course began? If so, how?
Format for paper:

• 3-4 pp. double-spaced in an easily readable font (Arial, Helvetica, Calibri, Times Roman, etc.)

• Email your paper as a Microsoft Word doc. attachment to Susan (freewrite47@gmail.com) and Dey (deyr@stanford.edu).

• Please send your reflections NO LATER THAN 12 midnight, WEDS., SEPTEMBER 25. The reflections can be turned in at any point before 9/25.

Thanks so much for your good thinking & honesty in helping to make this assignment workable!
b. Moderation Process
This explanation from PACT Central describes the process designed to check and ensure the accuracy of scores for the Teaching Events.

Moderation processes in assessments are methods of checking the accuracy of scores. For PACT, these include double scoring a sample of Teaching Events, mandatory double scoring of all Teaching Events for failing candidates and candidates just above the passing standard, random read-behinds of scoring evidence by the trainers, and the audit of local scores.

Double scoring
All Teaching Events will be independently scored at least once by trained and calibrated scorers. A random sample of 10% of Teaching Events stratified by credential area will be designated for double scoring and distributed across scorers. Trainers will monitor the double scoring by examining the scores for Teaching Events that were double-scored and conducting “read behinds” for scores that are discrepant by 2 or more score points. The trainer will identify scorers who are drifting and will work with them to again achieve calibration by discussing the discrepant scores and helping the scorers to understand the differences between levels on rubrics that appear to be problematic for the individuals. In addition, all Teaching Events with scores that do not meet the established passing standard and borderline scores (those just above the passing standard) will also be scored by a second scorer, and the evidence reviewed by the credential area Trainer.

Read-behinds
The Lead Trainer in each credential area will randomly select a scoring form from each scorer to examine. Forms from new scorers and from scorers who required more than attempt to calibrate will receive priority for review. The focus will be the match of evidence recorded to the scoring level selected. When needed, the Lead Trainer will discuss the evidence and scores with scorers to improve their ability to record evidence and/or to match the evidence to a score level.
Audit of local scores

To ensure that scoring is calibrated across campuses, the trainers will participate in a central audit of all failing Teaching Events and a randomly selected stratified sample of 10% of Teaching Events from across the score levels (2s and 3/4s) from across content areas and across all campuses. Audited Teaching Events that have large score discrepancies (2 or more points) from local scores will be rescored by other trainers as part of a moderation process to ensure consistency. If there is sufficient evidence that our campus has unreliable scores, an external trainer will monitor the scoring process closely in the following year. If the discrepancies persist a second year, then external trainers will conduct our local training and supervise scoring.
a. Guidelines on Assistance to Candidates Completing Teaching Events

The Teaching Event is a subject-specific portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for a full-time classroom teaching assignment. It is aligned with the California Teaching Performance Expectations and the relevant California student academic content standards and/or curriculum framework. Teaching Events and the associated rubrics are openly available on the PACT website (www.pacttpa.org) and distributed directly to candidates by many campuses.

Teaching candidates complete the Teaching Event during their teacher preparation program. Evidence of teaching competence consist of artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the Teaching Event, candidates apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. Strategies for supporting candidates vary across institutions. These strategies include:

- providing and discussing samples of previously completed Teaching Events that demonstrate competent teaching practice;
- explicitly pointing out relationships between learning and assessment tasks during coursework and tasks in the Teaching Event;
- supporting candidates in developing a timeline for completion of the Teaching event;
- completing parallel tasks during coursework, e.g., analyzing a videotape of teaching and learning, constructing a unit of instruction, assessing student work; sometimes all or part of this work is used in the Teaching Event;
- technical and logistical support for videotaping and uploading documents into electronic platforms;
- advice, assistance, and review by faculty, supervisors, cooperating teachers, and/or peers;
- offering emotional support to help candidates persist;

Source: PACT Central
© 2006 by PACT
and the placement of the Teaching Event within an educational program, PACT encourages collaboration but is also interested in ensuring the authenticity of the portfolio submission. Therefore the boundaries between acceptable and unacceptable support are being made explicit in this document to support a consistent understanding across PACT institutions.

Candidates are learning how to teach and being guided by more experienced teachers. Professional conversations about teaching and learning are not only appropriate, but desirable. Teaching Event can and should allow candidates to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions that they make. However, educators providing support should avoid telling candidates what to say in the Teaching Event. Support providers should ensure that the teaching decisions and thinking reflected in the Teaching Event are the candidate’s own integration of their own experience, research and theory, and insights by other educators about the type of teaching and learning reflected in the learning segment.

Acceptable forms of support for constructing the Teaching Event include:

- Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students’ strengths and needs and on the content to be taught
- Making referrals to curriculum materials, professional and research articles on issues the candidate is thinking about, experienced teachers, and PACT support documents. Many, if not most, candidates will use or adapt curriculum materials developed by others; they should just cite the source, including materials from experienced teachers. It is up to each candidate to explain how the materials are appropriate for their students and the relevant learning objectives and standards.
- Asking probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly

Source: PACT Central  © 2006 by PACT
Unacceptable forms of support for constructing the Teaching Event include:

- Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate
- Providing your own analysis of the candidate’s students or artifacts or offering alternative responses to commentary prompts
- Suggesting specific changes to be made in a draft Teaching Event rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes
- Providing intensive coaching for candidates perceived to be weak that is aimed at helping them pass the Teaching Event rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission
- Editing the Teaching Event

In summary, educators and peers providing support to candidates completing Teaching Events should take care that it reflects the understanding of the candidate with respect to the teaching and learning during the learning segment documented and is an authentic representation of the candidates work.
• offering the above types of assistance through student teaching seminars; and
• offering the above types of assistance through a separate course to support candidates in completing the Teaching Event

Several documents are offered on the PACT website to support candidates completing the Teaching Event:

• *Making Good Choices*, a document that answers frequently asked questions about each Teaching Event task, provides a general description of how each task is scored, and offers optional questions for examining artifacts and commentaries in each task; and
• PACT Videotaping Procedures, a document that offers advice about effectively videotaping instruction
• For faculty, supervisors, and other assessors, *Thinking Behind the Rubrics* describes the central concepts in each rubric and the distinctions between performances at adjacent levels of the rubric. It was written for experienced teachers and teacher educators and may or may not be accessible to candidates with limited experience in classrooms. However, it may be shared with candidates at the educator’s discretion. It can be downloaded from the Scoring section of the PACT website; program directors have the password for this section.

The Teaching Event as an assessment plays a role in recommending a candidate for a teaching credential, either as a course assignment or as a direct contributor to a recommendation for a California Teaching Credential. Therefore, it is important that faculty, supervisors, cooperating teachers, peers, and other educators offering assistance understand the distinction between appropriate and inappropriate support to candidates as they work on completing the Teaching Event.

The Teaching Event should document the work of candidates and their students in their classrooms; educators offering support should discourage any attempts to fabricate evidence or plagiarize work. Given the demonstrated value of collegiality in education

Source: PACT Central © 2006 by PACT
**Decision Tree for TE Remediation**

- **Scorer 1**
  - NOT PASS
  - Assigns three 1s anywhere
  - OR
  - Assigns two 1s within same task

- **Scorer 2**
  - Assigns three 1s in same task as Scorer 1
    - Assigns same FAIL decision as Scorer 1 or Scorer 2
      - Requires Remediation
  - Assigns two 1s in different task as Scorer 1
    - Assignment same PASS decision as Scorer 1 or Scorer 2
      - Requires Remediation (no remediation)
  - Assigns two 1s in same task as Scorer 1
    - Requires Remediation (failed Task)

- **Scorer 3**
  - Assigns same PASS decision as Scorer 1 or Scorer 2
    - Requires Remediation
  - Requires Remediation (new TE)
  - Requires Remediation

**NOTE:** If Scorer 3 assigns a different Fail decision than Scorer 1 or 2, a 4th scorer is required.

*Assumes matching fail decision between Scorer 1 and Scorer 2. When mismatch occurs, a 3rd scorer is required.*
PACT New Scorer
Overview
2013-2014
Successful completion of PACT is both a programmatic and state of California requirement for a recommendation for credential.

**General Scoring of Rubrics**
The PACT is scored across multiple rubrics. A score of 2 is considered a passing score on each particular rubric. Scores of 3 and 4 represent increasingly strong performance. A score of 1 identifies an area in which your teaching event did not meet expectations.

**Summative Expectations for the Teaching Event**
To meet state required expectations on the teaching event, a candidate must pass all five categories (Planning, Instruction, Assessment, Reflection, and Academic Language) and have no more than 2 failing scores of “1” across all rubrics.

To pass a category, a candidate must have a majority (at least half) passing scores within the category:
- In Planning, two out of three scores must be a “2” or higher;
- In Instruction, Assessment, Reflection, and Academic Language, one out of two scores must be a “2” or higher.

**Failure to Meet Expectations**
Candidates who fail the Teaching Event because they failed only one task of the Teaching Event have the opportunity to resubmit specific individual tasks for a higher score. With the exception of the Reflection task, resubmitting a task involves more than simply re-writing/revising the commentary for an individual task. The chart below shows what would need to be resubmitted for each task that is failed:

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<td>Instructional context task; New Planning Task + New Instruction Task (See above for components to be resubmitted)</td>
</tr>
</tbody>
</table>
Materials

- Agenda
- Your Memory stick
Friday, April 25th

Agenda
Friday, May 2\textsuperscript{nd}

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Breakfast and questions</td>
</tr>
<tr>
<td>9:15</td>
<td>Calibration teams</td>
</tr>
<tr>
<td></td>
<td>Calibration/breaks on your own</td>
</tr>
<tr>
<td>12:00</td>
<td>Working Lunch</td>
</tr>
<tr>
<td>12:30</td>
<td>Calibration teams</td>
</tr>
<tr>
<td></td>
<td>Calibration/breaks on your own</td>
</tr>
<tr>
<td>3:00</td>
<td>END of Day 2</td>
</tr>
</tbody>
</table>
Goals

- Scorers will identify potential sources of bias in scoring.
- Scorers will understand the expected sources of evidence and TPEs assessed for each Guiding Question.
- Scorers will understand key features of the rubric levels, how to gather evidence, and how to match evidence to rubric levels.
- Scorers will understand the note-taking process and the level of documentation expected.
- Scorers will understand the distinctions between levels 1, 2, and 3 of the rubrics.
Read biases and their possible effects on scoring.

Mark the biases that you believe might have an impact on your scoring.
Biases

- Quality of writing
- Technical quality of materials submitted
- Quality of instructional materials
- Filling in gaps in descriptions of practice
- Grade level or teaching assignment
- Emotional reactions
- Halo effect
- Leniency/Stringency
5 Tasks = “Teaching Event”

1. Context: Context for Learning**
2. Planning: Planning Instruction & Assessment
3. Instruction: Instructing Students & Supporting Learning
4. Assessment: Assessing Student Learning
5. Reflection: Reflecting on Teaching & Learning
## Structure of the Teaching Event

### Context for Learning
- **Instructional Context form**
- **Context for Learning commentary**

<table>
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<tr>
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<th>Instruction</th>
<th>Assessment</th>
<th>Reflection</th>
</tr>
</thead>
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<td>Daily Lesson Plans</td>
<td>Video clip(s)</td>
<td>Analysis of whole class achievement + 3 student work samples</td>
<td>Daily reflections</td>
</tr>
<tr>
<td>Handouts, overheads, etc.</td>
<td>Instruction commentary</td>
<td>Analysis of learning for two of the three students</td>
<td>Reflective commentary</td>
</tr>
<tr>
<td>Planning Commentary</td>
<td></td>
<td>Assessment commentary</td>
<td></td>
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</tbody>
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### Academic Language
(Evidence gathered across tasks)
# Structure of the Teaching Event

## Context for Learning
- Instructional Context form
- Context for Learning commentary

## Planning
- Daily Lesson Plans
- Handouts, overheads, etc.
- Planning Commentary

## Instruction
- Video clip(s)
- Instruction commentary

## Assessment
- Analysis of whole class achievement + 3 student work samples
- Analysis of learning for two of the three students
- Assessment commentary

## Reflection
- Daily reflections
- Reflective commentary

---

**Academic Language**
(Evidence gathered across tasks)
Task by Task Scoring

- Read Task 1 for Context. Score Task 2 (Planning) completely, then move on to Task 3
- Score Task 3 (Instruction) completely (consulting Task 2 evidence as needed)
- Score Task 4 (Assessment) completely (consulting Tasks 2 & 3 evidence as needed)
- Score Task 5 (Reflection) completely (consulting Tasks 2, 3, & 4 evidence as needed)
- Score Academic Language (consulting Tasks 2, 3, 4, & 5 evidence as needed).
Guiding Questions and Rubrics

**PLANNING**
- Establishing a Balanced Instructional Focus
- Making Content Accessible
- Designing Assessments

**INSTRUCTION**
- Engaging Students in Learning
- Monitoring Student Learning During Instruction

**ASSESSMENT**
- Analyzing Student Work From an Assessment
- Using Assessment to Inform Teaching
- Using Feedback to Support Student Learning

**REFLECTION**
- Monitoring Student Progress
- Reflecting on Teaching

**ACADEMIC LANGUAGE**
- Understanding language demands
- Supporting academic language development
About the Rubrics

- Grounded in the notion of a continuum of teacher learning, practice, & expertise
- “2” is deemed to be an acceptable level for the preservice teacher
- Level 3 - “solid foundation of knowledge and skills” - advanced performance compared to most beginners
- Level 4 - “stellar student-teacher” - top 5% of candidates.
- Need to honor the performance level of “2” for a student teacher
Artifacts and Commentaries

- Artifacts provide independent evidence of how strategies are implemented.
- Commentaries provide windows into a teacher’s thinking.
- Commentaries often provide additional contextual information.
- Artifacts and commentaries can be consistent or contradictory.
Scorer Work for Each Task

- While reading, take notes on evidence related to the big ideas from the rubrics for that task.
- After reading a task, review the notes. On each rubric page, copy or summarize key features of evidence and patterns from the notes.
- Assign the relevant score for the rubric, using the *Thinking Behind the Rubrics*, as needed.
Scoring the TE
Thinking Behind the Rubrics

• Why use it?
• When should you use it?
Note-taking

- Notes reflect big ideas in the scoring rubric.
- Notes reflect objective evidence, and not a judgment.
- Notes capture the complexity and quality of the performance documented in the materials submitted.
Specificity of Notes

- Too General: Student-centered

- Too Specific: In writing the essay, cand. tried to help students use what they had learned about topic sentences, specific details, and other features of paragraph structure from the unit just prior to the learning segment.

- About right: Connection to prev. learning - paragraphs
Evidence reported should...

- Reflect objective evidence, not judgments.
- Capture complexity and quality of the performance documented in the materials.
- Note key pieces of evidence or key trends in evidence.
- Map to rubric level descriptors - most, if not all, concepts in rubric level assigned are addressed.

**Special care is taken to explain low ratings.**
Honor the Credential Candidates and the Educators Supporting Them

- Confidentiality: candidates allow us to look in on their work
- Look for what they can do, not what they cannot yet do
- We need to be (respectfully) sharp and critical, and still respect the candidates and our teacher education colleagues, as we peer in at these performances
Reviewing the Description of the Context for Learning

- Read the Context for Learning form and commentary, taking notes on features that might affect a candidate’s teaching practice
Planning Instruction and Assessment - Evidence

- Daily Lesson Plans
- Instructional Materials: overheads, handouts, assessments, etc.
- Planning commentary: importance of focus to student learning, how plans build student understanding of focus, link of plans to students, language demands of tasks, use of assessment information, how special needs of students are addressed
Planning Rubrics

- Establishing a balanced instructional focus
- Making content accessible
- Designing assessments
Instructing Students and Supporting Learning - Evidence

- Video: short required clip(s)
- Instruction commentary: routines and other structures, student engagement, addressing individual needs, language supports, evaluating success of strategies
Instruction Rubrics

- Engaging students in learning
- Monitoring student learning during instruction
Assessing Student Learning - Evidence

- Evaluative criteria or rubric: Criteria used to assess student work
- Student work samples: samples of student work to illustrate analysis, feedback visible on written student work
- Assessment commentary: Summary of class performance on criteria, analysis of student work, deeper analysis of two students, next steps in instruction
Assessment Rubrics

- Analyzing student work from an assessment
- Using assessment to inform teaching
- Using feedback to promote student learning
Reflecting on Teaching and Learning - Evidence

- Daily Reflections – what’s working, what’s not, for whom and why, and implications for the next lesson

- Reflective Commentary – reflection on student learning results, what was learned about students as learners, changes to make if could do over
Reflection Rubrics

- Monitoring student progress
- Reflecting on learning
Academic Language

- Addresses students’ language proficiency, and the language needed to provide access to conceptual understanding as well as to accomplish the learning tasks.

- To score at Level 2, candidates need to identify vocabulary that might be problematic, and identify a language “genre” related to their learning objective(s). “Genre” means the function or purposes of language usage.

- To score above Level 2, candidates need to provide supports or scaffolds for language use and comprehension, not just for content understandings.
Academic Language Rubrics

- Understanding language demands
- Supporting academic language development
Pass or Fail

- Refer to sheet
- The process for failing scores
Passing Standards for PACT  
(Performance Assessment for California Teachers)

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---
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<tbody>
<tr>
<td>E1: How do the plans support student learning of strategies for understanding, interpreting, and responding to complex text? (TPEs 1.4, 9)</td>
</tr>
<tr>
<td>E2: How do the plans make the curriculum accessible to the students in the class? (TPEs 1.4, 9, 6, 7, 8, 9)</td>
</tr>
<tr>
<td>E3: What opportunities do students have to demonstrate their understanding of the standards and learning objectives? (TPEs 1.5, 11)</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>E4: How does the candidate actively engage students in their own understanding of how to understand, interpret, or respond to a complex text? (TPEs 1.5, 11)</td>
</tr>
<tr>
<td>E5: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs? (TPEs 2, 5)</td>
</tr>
</tbody>
</table>

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<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>E6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1.3)</td>
</tr>
<tr>
<td>E7: How does the candidate use the analysis of student learning to propose next steps in instruction? (TPEs 3, 4)</td>
</tr>
<tr>
<td>E8: What is the quality of feedback to students? (TPEs 3, 4)</td>
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<td>E9: How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment? (TPEs 2, 10, 12, 13)</td>
</tr>
<tr>
<td>E10: How does the candidate use research, theory, and reflections on teaching and learning to guide practice? (TPEs 10, 11, 12, 13)</td>
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<tr>
<td>E11: How does the candidate identify the language demands of learning tasks and assessments relative to the students’ current levels of academic language proficiency?</td>
</tr>
<tr>
<td>E12: How do the candidate’s planning, instruction, and assessment support academic language development? (TPEs 1, 4, 7, 8)</td>
</tr>
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Elementary/Secondary Experienced Scorer Training

Part 1

Task

Individually, review the data of the past three year’s STEP Teaching Event scores and last year’s scores by content area.

As a group discuss the following:

A) What are our strengths and what might be the reasons for those aspects/rubrics being our strongest?
B) What are our weakest scores and what might be the reasons for those aspects/rubrics being our weakest?
C) Focus on Rubric 7 (A2) – Hypothesize as to why this rubric’s scores are consistently lower than most other rubrics

Part 2

Task

Individually, review rubric 7 and consider this prompt:

What is it that makes the difference between a score of 2 and a score of 3?

Individually, consider the STEP example – Read the candidate’s responses to the prompts for Task 4 (read other materials as necessary).

As a group discuss and answer the following questions:

A) What was the evidence for “targeted next steps” in this Teaching Event?
B) What else could count as evidence in this and other in classrooms?
C) Consider the Level 2 and level 3 criteria - What would evidence in respect of, “Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them.” actually look like?

Part 3

Task

As a group, prepare a document that could guide scorers and candidates as to what the evidence for Rubric 7 could look like.
I, ________________________________ verify that I **distributed and collected** the approved video consent form to the students in the classes that I teach.

I also acknowledge that there were _____ students who are NOT to be videotaped in my class. I have attached a roster with everyone’s response to verify their request to be videotaped or not is upheld.

By signing this form, I take responsibility for ensuring that the privacy of all students remains secure, and that any videotaping that occurs in the classroom will not include the aforementioned students.

________________________________________  ________________
Signed (Teacher Candidate)                Date

*After you have distributed the consent forms to your class and collected all responses, turn this form in (along with the responses) to the Clinical Work mailbox.*
Teaching Event Authenticity Sign-Off Form

Submit this form with your completed Teaching Event.

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

Attestation by Credential Candidate

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

___________________________  ___________________________  _____________
Teacher Candidate’s Signature  Teacher Candidate’s Name (printed)  Date

Teacher Candidate  ID #

Attestation by University Supervisor

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

___________________________  ___________________________  _____________
University Supervisor’s Signature  University Supervisor’s Name (printed)  Date
Dear Parent(s)/Guardian(s)/Caretaker(s),

As part of my work for Stanford University I am required to videotape my teaching of your daughter’s / son’s class. The videotapes will be kept by me and by Stanford University. The videos may also be shared with other teacher educators and other teacher candidates to help them improve their teaching. The focus of the video is the teacher and his/her teaching, not the students in the class. However, at times, students may appear on the video and we would like your permission for your son/daughter to take part in the filming as one of the students in this class. Neither your child’s name nor the name of the school will be used in any reports or presentations of the video.

A form is attached for you to indicate if you are willing to have your child appear in the video. Your decision about whether or not to allow your child to participate will not affect his/her academic standing or grades. The University requires us to inform you that we foresee no risks to your child from participating in the video.

If you would like more information about the work, please feel free to contact Rachel Lotan, STEP Secondary Director, at 650.723.5992.

Thank you for your consideration of this request. Again, please contact us if you have any questions or concerns.

Sincerely,

---

Video Permission Form for the Stanford Teacher Education Program

Please sign and return this form to indicate your permission for your child to participate in the video taping.

STUDENT NAME_______________________________________________________________

SCHOOL/TEACHER_____________________________________________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the Stanford University student teacher in my child’s classroom and agree to the following:

(Please check the appropriate blank below)

_____ I DO give permission for my child to appear on a video recording and understand my child’s name will not appear in any material written accompanying the recording

_____ I DO NOT give permission for my child to appear on the video recording, and understand that he/she will be seated outside of the recorded activities.

Signature:_________________________________________ Date:____________________
Querido(s) Padre(s)/ Tutor(es),

Mi trabajo en la Universidad de Stanford requiere que yo sea filmado/a mientras enseño en la clase de su hijo/a. La Universidad de Stanford y yo nos quedaremos con los videos. También serán compartidos con otros/as estudiantes de la universidad que se preparan para la carrera de maestro, y con sus profesores. Es importante que usted sepa que el video se concentrará en mí y en mis métodos de enseñanza y no en los estudiantes. Sin embargo, puede ocurrir que algún estudiante de la clase aparezca en el video, y por esta razón pedimos su permiso para que su hijo/a tome parte en la filmación. El nombre de su hijo/a y el nombre de la escuela no serán revelados cuando estos videos sean usados en reportes ni en presentaciones.

En el formulario que sigue, usted puede indicar si quiere que su hijo/a aparezca en el video. Su decisión de que su hijo/a participe o no, no afectará de ninguna manera sus calificaciones en la clase. La universidad también requiere que les informemos que no anticipamos ningún riesgo para su hijo/a asociado con la participación en la filmación.

Si usted quiere más información sobre este proyecto por favor llame a Rachel Lotan, Directora del programa de preparación de maestros, al 650.723.5992.

Agradecemos su consideración de esta petición. De nuevo, si usted tiene cualquier pregunta o duda, comuníquese al teléfono mencionado.

Sinceramente,

Permiso de Filmación para el Programa de Preparación de Maestros en la Universidad de Stanford

Por favor firme y regrese este formulario para indicar su permiso para que su hijo/a participe en las videograbaciones.

NOMBRE de HIJO/A: ___________________________
ESCUELA/ MAESTRO/A: _______________________

Yo soy el padre/ tutor legal del niño/a nombrado/a arriba. He recibido y leído su carta sobre el/la estudiante maestro/a de la Universidad de Stanford que está en la clase de mi hijo/a y estoy de acuerdo a:

(Favor de marcar uno de los espacios en blanco)

_____ DOY PERMISO para que mi hijo/a aparezca en filmación, y entiendo que el nombre de mi hijo/a no aparecerá en ningún material escrito que accompañe la filmación.

_____ NO DOY PERMISO para que mi hijo/a aparezca en filmación, y entiendo que el/ella se sentará fuera de las actividades filmadas.

Firma de padre/tutor: ___________________________ Fecha: ___________
尊敬的家長/監護人，

您好！

茲斯坦福大學教師教育中心的學習要求，同時為了改進我的教學，我需要將我在您子女課堂裡的教學情況進行錄像記錄。這些錄像資料僅限於斯坦福大學內部為改進教學而使用，我們可能會和其他教師共同觀察並討論錄像。我們觀察的重點是教師和教學，不是學生。但是，學生也會在錄像中出現。由此，我們特徵求您的意見，允許您的子女作為課堂一員參與教學錄像。在錄像視頻使用過程中，我們不會披露您子女的名字和學校名字。

請在以下意見調查表中填寫您是否同意您的子女出現在教學錄像中。您的決定不會影響我們對您子女的成績和學術評定。斯坦福大學請您理解，您子女參與錄像記錄沒有任何預期的風險。

如果您希望對斯坦福大學錄像教學有更多了解，您可以聯系我們STEP（中學部）的項目主管Rachel Lotan, 電話：650.723.5992。

非常感謝你們的合作與支持，如果您有任何問題或顧慮，我們樂意回答您的任何問題。

此致，
敬禮！

斯坦福大學教師教育中心錄像意見征求表

請簽名並在填寫完畢後將此表反饋給老師

學生姓名________________________________________

學校/教師姓名________________________________

我是本學生的法定監護人，我收到並已經閱讀您的來信，知道斯坦福教師教育項目需要我對子女是否出現在錄像中提出以下意見:

（請在以下相應的選項上打勾）

_____我同意我的子女出现在錄像中，我知道他/她的名字不會在任何文本中被披露。
_____我不同意我的子女出现在錄像中，我知道他/她會坐在教室中錄不到的地方。

家長簽名:______________________________________日期:________________________
尊敬的家长/监护人，

您好！

兹斯坦福大学教师教育中心的学习要求，同时为了改进我的教学，我需要将我在您子女课堂里的教学情况进行录像记录。这些录像资料仅限于斯坦福大学内部为改善教学而使用，我们可能会和其他教师共同观察并讨论录像。我们观察的重点是教师和教学，不是学生。但是，学生也会在录像中出现。由此，我们特征求您的意见，允许您的子女作为课堂一员参与教学录像。在录像视频使用过程中，我们不会披露您子女的名字和学校名字。

请在以下意见调查表中填写您是否同意您的子女出现在教学录像中。您的决定不会影响我们对您子女的成绩和学术评定。斯坦福大学请您理解，您子女参与录像记录没有任何预期的风险。

如果您希望对斯坦福大学录像教学有更多了解，您可以联系我们STEP（中学部）的项目主管Rachel Lotan，电话：650.723.5992。

非常感谢你们的合作与支持，如果您有任何问题或顾虑，我们乐意回答您的任何问题。

此致
敬礼！

斯坦福大学教师教育中心录像意见征求表

请签名并在填写完毕后将此表反馈给老师

学生姓名____________________________________

学校/教师姓名________________________________

我是本学生的法定监护人，我收到并已经阅读您的来信，知道斯坦福教师教育项目需要我对子女是否出现在录像中提出以下意见：

（请在以下相应的选项上打勾）

_____我同意我的子女出现在录像中，我知道他/她的名字不会在任何文本中被披露。

_____我不同意我的子女出现在录像中，我知道他/她会坐在教室中录不到的地方。

家长签名:____________________________________日期:____________________________________
## Video Permission Form Roster

TC Name: ___________________________  School: ___________________________

<table>
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<tr>
<th>Student last name</th>
<th>Student first name</th>
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Additional STEP Policy Regarding PACT Teaching Event

This policy provides additional guidance for the STEP Directors regarding a teacher candidate who fails the PACT Teaching Event. This policy should be read in conjunction with STEP’s related accreditation documents and program policies, which delineate appropriate measures for remediation and rescoring of PACT materials.

Under certain conditions, a candidate who fails the PACT Teaching Event and wishes to resubmit materials for rescoring is required to complete a full, original Teaching Event. Additionally, the resubmission and rescoring may not be practicable during the spring quarter of the current STEP calendar year.

Two options are available to candidates under these circumstances:

Option 1: If the candidate does not elect to resubmit materials for rescoring, he or she may apply for graduation with a Masters in June, and will not be recommended for a teaching credential. If the candidate elects to receive his/her degree in June, no subsequent option for resubmitting materials for the PACT Teaching Event or credential recommendation will be available.

Option 2: If the candidate wishes to resubmit PACT Teaching Event materials for rescoring, the following conditions and considerations apply:

1. The candidate must have successfully completed all other program requirements and be in good standing for consideration to score the resubmitted materials.
2. The candidate will be required to enroll in at least one quarter in the next academic year (summer, autumn, winter or spring), and cannot confer the master’s degree (or apply for graduation) prior to completion of the Teaching Event and subsequent scoring/appeal. Extensions beyond spring quarter of the next academic year will not be permitted.
3. The teacher candidate is responsible for all registration fees and tuition associated with enrollment in the additional quarter(s). Additional paperwork may also be required.

Note regarding registration requirements:
All candidates must be registered students in the quarter in which the PACT Teaching Event takes place. Candidates must also be enrolled in the quarter in which an appeal of the evaluation takes place. Stanford requires that all students be enrolled in the quarter in which they receive their degrees.
CALIBRATION STANDARD

Assessors must calibrate before they are allowed to score. To calibrate, an assessor’s scores, compared to the Calibration Teaching Event scores:

- Must result in the same pass/fail decision
- Must include at least six exact matches out of the twelve rubric scores
- Cannot include any scores that are two away from the pre-determined score

The evidence on the completed scoring form must also support the assigned scores.

Source: PACT Central
Last updated: 1-22-11
Training for PACT Scoring
April 26th & May 3rd, 2013

Day 1

9:00 – 9:15 Breakfast – introduction to the day                              Colin
9:15 – 10:15 Introduction to PACT Teaching Event                          Colin
• Overview of PACT Handbook, Tasks and Rubrics
• Bias
• FAQ
• Academic Language (10:00am)                                           Laura
10:15 – 11:00 Scoring in TK20                                            Nick

<table>
<thead>
<tr>
<th>New Scorers</th>
<th>Trainers: Polly (Science), Angela (Math), Shayna (English), Meghann (History)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 - 11:45 Benchmark 2</td>
<td>Context: 10 minutes reading, 5 minutes discussion</td>
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<tr>
<td></td>
<td>Planning: 30 minutes reading</td>
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<tr>
<td>11:45 – 12:15 Lunch Break</td>
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<tr>
<td>12:15 - 12:45 Planning: Scoring</td>
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<tr>
<td>12:45 – 1:45 Instruction: 15 minutes video, 30 minutes reading/scoring, 15 minutes discussion</td>
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<tr>
<td>1:45 – 2:40 Assessment: 45 minutes reading/scoring, 10 minutes discussion</td>
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<tr>
<td>2:40 – 3:10 Reflection: 20 minutes reading/scoring, 10 minutes discussion</td>
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<tr>
<td>3:10 – 3:30 Academic Language: 20 minute discussion</td>
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</tbody>
</table>

Homework – skim review benchmarks 1 and 3

<table>
<thead>
<tr>
<th>Veteran Scorers</th>
<th>Exploring a PACT Teaching Event for effective use in programmatic improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 – 3:30</td>
<td></td>
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<tr>
<td>11:45 – 12:15 Lunch Break</td>
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</tbody>
</table>

Day 2

9:00-9:15 Breakfast and Questions
9:15-12:00 Calibration in Pairs (breaks as needed)
12:00 Lunch served (working lunch)
12:30-3:00 Calibrations (breaks as needed)
3:00 End of Day 2
Day 1

9:00 – 9:15  Breakfast – introduction to the day  Colin
9:15 – 10:15 Introduction to PACT Teaching Event  Dey
• Overview of PACT Handbook, Tasks and Rubrics
• Bias
• FAQ
• Academic Language (10:00am)  Laura
10:15 – 11:00 Scoring in TK20  Nick

New Scorers
11:00 - 11:45  Benchmark 2  Dey
  Context: 10 minutes reading, 5 minutes discussion
  Planning: 30 minutes reading
11:45 – 12:15  Lunch Break
12:15 - 12:45  Planning: Scoring
12:45 – 1:45  Instruction: 15 minutes video, 30 minutes reading/scoring, 15 minutes discussion
1:45 – 2:40  Assessment: 45 minutes reading/scoring, 10 minutes discussion
2:40 –3:10  Reflection: 20 minutes reading/scoring, 10 minutes discussion
3:10 – 3:30  Academic Language: 20 minute discussion

Homework – skim review benchmarks 1 and 3

Veteran Scorers  Laura
11:00 – 3:30  Exploring a PACT Teaching Event for effective use in programmatic improvement
11:45 – 12:15  Lunch Break

Day 2

9:00-9:15  Breakfast and Questions from Day 1
9:15-12:00  Calibration in Pairs (breaks as needed)
12:00  Lunch served (working lunch)
12:30-3:00  Calibrations (breaks as needed)
3:00  End of Day 2