

# Physical Education Preliminary Teaching Event Candidate Handbook 2011-12

Department of Secondary Education  
California State University, Northridge

Adapted from the Physical Education Teaching Event  
Candidate Handbook, PACT Consortium, 2011

# Overview of the PACT Preliminary Teaching Event

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

In this Preliminary Teaching Event, you will show the strategies you use to make physical education accessible to your students, and how you support students in learning to read, write, and/or 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 lesson***

For the Preliminary Teaching Event, you will **plan a lesson (one class period)** that is designed to meet one of the Physical Education Model Content Standards for California Public Schools (*PEC STANDARDS*), specifically to demonstrate how you develop your students' knowledge and competencies in motor skills, movement patterns, and strategies needed to perform one or more specific physical activities. The lesson should include learning objectives for both the curriculum content and the development of academic language<sup>1</sup> related to that content. A Glossary of terms used in the Preliminary Teaching Event appears on pages 17-19.

## ***Submit teaching artifacts and analysis***

You will submit a lesson plan, copies of instructional and assessment materials, a video clip 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 Preliminary Teaching Event.

## ***Assessment of your Preliminary Teaching Event***

Your Preliminary 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.

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<sup>1</sup> The language needed by students to understand and communicate in the discipline of physical education.

## Overview of Physical Education Preliminary Teaching Event

Teaching Event Task	What to Do	What to submit
<b>1. Context for Learning</b> (TPEs 7,8)	<ul style="list-style-type: none"> <li>✓ Provide relevant information about your instructional context and your students as physical education learners.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Context Form</li> <li><input type="checkbox"/> Context Commentary</li> </ul>
<b>2. Planning Instruction &amp; Assessment</b> (TPEs 1,2,3,4, 6,7,8,9,10,12)	<ul style="list-style-type: none"> <li>✓ Select a lesson that develops student knowledge and competency in motor skills, movement patterns, and strategies needed to perform one or more specific physical activities.</li> <li>✓ Create an instruction and assessment plan and write a lesson plan.</li> <li>✓ Write a commentary that explains your thinking behind the plan.</li> <li>✓ Record a reflection, to submit in the reflection section of the Preliminary Teaching Event.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Instructional Materials</li> <li><input type="checkbox"/> Planning Commentary</li> </ul>
<b>3. Instructing Students &amp; Supporting Learning</b> (TPEs 1,2,3,4, 5,6,7,10,11)	<ul style="list-style-type: none"> <li>✓ Review your plan and prepare to videotape your class. Identify opportunities for students to develop and use relevant skills and strategies through planned physical activities.</li> <li>✓ Videotape the lesson.</li> <li>✓ Review the videotape to identify a video clip portraying the required features of your teaching. The total running time should not exceed 10 minutes.</li> <li>✓ Write a commentary that analyzes your teaching and your students' learning in the video clip.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Video Clip</li> <li><input type="checkbox"/> Instruction Commentary</li> </ul>
<b>4. Assessing Student Learning</b> (TPEs 2,3,4,5, 13)	<ul style="list-style-type: none"> <li>✓ Select one student assessment from the lesson and analyze student work/performance using evaluative criteria (or a rubric).</li> <li>✓ Identify three student work samples/performances that illustrate class trends in what students did and did not understand.</li> <li>✓ Write a commentary that analyzes the extent to which the students met the objectives, analyzes the individual learning of two students represented in the work samples, describes feedback to students, and identifies next steps in instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Work Samples</li> <li><input type="checkbox"/> Evaluative Criteria or Rubric</li> <li><input type="checkbox"/> Assessment Commentary</li> </ul>
<b>5. Reflecting on Teaching &amp; Learning</b> (TPEs 7,8,,13)	<ul style="list-style-type: none"> <li>✓ Provide your post-lesson reflection.</li> <li>✓ Write a commentary about what you learned from teaching this lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Post-Lesson Reflection</li> <li><input type="checkbox"/> Reflective Commentary</li> </ul>

# Task 1. Context for Learning

## Purpose

The Context for Learning task is a brief overview of important features of your classroom context that influence your instructional decisions during the lesson. It provides evidence of: 1) your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students' physical education 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 lesson and reflect on the relevant features of your class context that will impact your planning, instruction, and assessment. The focus of your lesson should provide opportunities for students to meet one of the *PEC STANDARDS*<sup>2</sup>, specifically to demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform one or more specific physical activities.
- 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 **2-3 single-spaced pages** (including prompts) that addresses the following prompts. Please address each prompt separately, not through a holistic essay).

1. Briefly describe the following:
  - a. Type of school/program in which you teach, (e.g., elementary/middle/high school, themed school or program)
  - b. Kind of class you are teaching (e.g., grade level(s) of students, required/elective) and organization of subject in school (e.g., departmentalized, interdisciplinary teams, sole instructor in school)

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<sup>2</sup> *Physical Education Model Content Standards for California Public Schools*, adopted by the State Board of Education on January 12, 2005. They can be downloaded from the PACT website at [www.pacttpa.org](http://www.pacttpa.org).

2. Describe your class with respect to the features listed below. **Focus on key factors that influence your planning and teaching of this lesson.** 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, psychomotor & cognitive developmental levels, and other special educational needs. (TPEs 6,8)
  - 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 in your lesson. 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 lesson. (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

Provide the requested context information for the class selected for this Preliminary Teaching Event. This form will be completed in TaskStream.

## About the subject area/course you are teaching

1. How many minutes a week do you teach this class?

\_\_\_\_\_

2. What is the class schedule per week (e.g., 50 minutes every day, 90 minutes every other day)?

\_\_\_\_\_

## About the students in your class

3. How many students are in the class you are documenting? \_\_\_\_\_

4. There are \_\_\_\_\_ males and \_\_\_\_\_ females in the class.

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):

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

7. How many students have Individualized Education Plans (IEPs) or 504 plans? \_\_\_\_\_  
Describe these students' special needs (cognitive, physical, and/or health).

## About the school curriculum and resources

8. What particular textbook or curriculum, if any, are you using for this particular lesson? (If a textbook, please provide the name, publisher, and date of publication.)
9. Describe the relevant facilities and equipment available to you during this lesson.

## Task 2. Planning Instruction & Assessment

### Purpose

The Planning Instruction & Assessment task describes and explains your plan for the lesson. It demonstrates your ability to organize curriculum, instruction, and assessment to help your students meet one of the *PEC STANDARDS*, specifically to demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform one or more specific physical activities and to develop related academic language. It provides evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to the physical education curriculum content.

### Overview of Task

- Identify the central focus related to your chosen goal from the *PEC STANDARDS*, English Language Development (ELD) standards (if applicable), and learning objectives for the lesson. The lesson should focus on the development of your students' knowledge and competencies in motor skills, movement patterns, and strategies.
- 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 lesson.

### What Do I Need to Do?

- ✓ Complete a plan for the lesson.

- 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.

- ✓ Submit copies of all instructional materials, including class handouts, overheads, and informal and formal assessment tools (including evaluation criteria or rubrics) used during the lesson. If any of these are included from a textbook, please provide a copy of the appropriate pages. If any one of these items is longer than **four** pages, provide a summary of relevant features in lieu of a photocopy. (TPEs 1, 2,4,7,9)

- ✓ 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 **reflection** after teaching the lesson by responding to the following prompts: (TPEs 12, 13)
  1. What worked? What did 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?

## Planning Commentary

Write a commentary of **2-3 single-spaced pages** (including prompts) that addresses the following prompts. Please address each prompt separately, not through a holistic essay).

1. What is the central focus of the lesson? Apart from being present in the school curriculum, one of the PEC standards, or ELD standards, why is the content of the lesson 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 physical education and academic language during the lesson.
3. How do key learning tasks in your plan build on each other to develop students' knowledge and competency in motor skills, movement patterns, and strategies, as well as related academic language? Describe specific strategies that you will use to build student learning across the lesson. Reference the instructional materials you have included, as needed. (TPEs 1, 4, 9)
4. Given the description of students that you provided in Task 1.Context for Learning, how do your choices of instructional strategies, materials, technology, and the sequence of learning tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of **your** students informed the lesson plan, such as the choice of text or materials used in the lesson, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths. (TPEs 4,6,7,8,9)

5. Consider the language demands<sup>3</sup> of the oral and written tasks in which you plan to have students engage as well as the various levels of English language proficiency related to classroom tasks as described in the Context Commentary. (TPE 7)
  - a. Identify words and phrases (if appropriate) that you will emphasize in this lesson. Why are these important for students to understand and use in completing classroom tasks in the lesson? Which students?
  - b. What oral and/or written academic language (organizational, stylistic, and/or grammatical features) will you teach and/or reinforce?
  - c. Explain how specific features of the learning and assessment tasks in your plan, including your own use of language, support students in learning to understand and use these words, phrases (if appropriate), and academic language. How does this build on what your students are currently able to do and increase their abilities to follow and/or use different types of text and oral formats?
6. Explain how the collection of assessments from your plan allows you to evaluate your students' learning of specific student standards/objectives and provide feedback to students on their learning. (TPEs 2, 3)
7. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, GATE students, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning. (TPEs 9, 12)

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<sup>3</sup> Language demands can be related to vocabulary, features of text types such as rules or directions, or other language demands such as understanding explanations of how to best perform a movement.

## Task 3. Instructing Students & Supporting Learning

### Purpose

The Instructing Students & Supporting Learning task illustrates how you work with your students to develop and use skills and strategies through planned physical activities. It provides evidence of your ability to engage students in meaningful physical education tasks and monitor their understanding.

### Overview of Task

- Examine your plan for the lesson and identify learning tasks in which students are actively engaging in learning specific skills and strategies through planned physical activities.
- Videotape one of these tasks.
- View the video to check the quality, analyze your teaching, and select the most appropriate video clip to submit.

### What Do I Need to Do?

#### Videotape your classroom teaching

- ✓ Provide **one video clip of no more than 10 minutes**. Select a clip that demonstrates how you engage students in learning specific skills and strategies. The clip should include interactions among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)

#### Videotape Guidelines

- The video clip should be continuous and unedited, with no interruption in the events.
- The clip 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 written materials or signs that students use during the video if they are not clearly visible.
- ✓ Respond to each of the prompts in the Instruction Commentary.

## Instruction Commentary

Write a commentary of **2-3 single-spaced pages** (including prompts) that addresses the following prompts. Please address each prompt separately, not through a holistic essay).

1. Other than what is stated in the lesson plan, what occurred immediately prior to and after the 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 clip.
2. Describe any routines or working structures of the class (e.g., assignment of students to different groups, sharing of space) that were operating in the learning task(s) seen on the video clip. 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 clip, how did you further the students' knowledge, skills, and strategies related to the physical activity and engage them intellectually? 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 clip that help your students understand the content and/or academic language central to the lesson. (TPEs 4, 7)
5. Describe the strategies you used to monitor student learning during the learning task shown on the video clip. Cite one or two examples of what students said and/or did in the video clip or in assessments related to the lesson that indicated their progress toward accomplishing the lesson's learning objectives. (TPEs 2, 3)

## 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 and criteria that are aligned with your central focus, *PEC Standards*, and learning objectives; 2) analyze student performance 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 performance on a selected student assessment (e.g. video clips of assessed student performance, test, portfolio entry) **from the lesson**.
- Demonstrate a variety of student performances for the assessment using three student work samples. Include any feedback provided to students.
- 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 written student work from your entire class or video students representing a range of physical abilities. You may use a clip showing a group of students to illustrate the individual performance of one or more students, as long as relevant aspects of the performance are clearly visible. If video clips are used to document student performances, each clip should not exceed two minutes. Analyze the student work or performances to identify patterns in skill and/or understanding.
- ✓ Provide **any evaluative criteria (or rubric)** that you used to assess the student work/performance. Evaluative criteria are performance indicators that you use to assess student learning. Categories of evaluative criteria include knowledge of rules for a sport and their function, technical proficiency in a movement pattern.
- ✓ Select three student work samples or individual performances which together represent what students generally understood/demonstrated and what a number of students were still struggling to understand/demonstrate. At least one of these students should be an English Learner<sup>4</sup>.

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<sup>4</sup> If you do not have any English Learners, select a student who is challenged by academic English. Examples may include students who speak varieties of English or special needs learners with receptive or expressive language difficulties.

- ✓ Label these work samples as “Work Sample 1”, “Work Sample 2”, and “Work Sample 3”. Label the videotape or files to indicate which performances are included in a single clip, e.g., “Work samples 1/2/3”, “Work Samples 1/2”, “Work Sample 3”.
- ✓ Document your feedback to these three students, either as individuals or as part of a larger group. 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 **3-4 single-spaced pages** (including prompts) that addresses the following prompts. Please address each prompt separately, not through a holistic essay).

1. Identify the specific goals and learning objectives measured by the assessment chosen for analysis.
2. If you are analyzing a written assessment, 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). If you are analyzing a performance of a physical activity, describe your expectations for the performance according to your evaluative criteria or provide a rubric and indicate which characteristics of the selected performance are typical of almost all the students in the class, most students in the class, some students in the class, etc. or are unique to the individual. 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 categories and descriptions of student performance at different levels. For a performance of a physical activity, you may indicate rough proportions of the class, e.g., “most” or “about half” instead of percentages of the class.) (TPEs 3, 5)
3. Discuss what most students appear to understand/demonstrate 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/performances you selected. (For videos of a group, clearly indicate which individual performance(s) you are citing.) (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/activity and their individual learning strengths and challenges (e.g., level of physical skill related to the activity, academic development, language proficiency, special needs). What did you conclude about their learning during the lesson? Cite specific evidence from the work samples/performances 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? 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 lesson. 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 (or, if a performance, rough proportion) of students in the class at levels of performance that increase in quality. This chart is designed to be completed electronically, so the blank space does not represent the space needed. Use as much space and as many rows as you need.

Evaluative Criteria Category	Characteristics of Student Work		
	Below Standards	Meets Standards	Exceeds Standards
	Performance Level 1	Performance Level 2	Performance Level 3, etc. (Insert more columns if needed)
	(provide description of student performance) & % of class)	(provide description of student performance & % of class)	(provide description of student performance & % of class)
	(provide description of student performance) & % of class)	(provide description of student performance & % of class)	(provide description of student performance & % of class)

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. For a performance of a physical activity, you may indicate rough proportions of the class, e.g., “most” or “about half” instead of percentages of the class.

## Task 5. Reflecting on Teaching & Learning

### Purpose

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

### Overview of Task

- Record your reflection after teaching the 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 this reflection 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 lesson.
- Reflect on your experience teaching the lesson 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 post-lesson reflection that was 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 **1-2 single-spaced pages** (including prompts) that addresses the following prompts. Please address each prompt separately, not through a holistic essay).

1. When you consider the content ~~and skill~~ learning of your students and the development of their skills and academic language, what do you think explains the learning or differences in learning that you observed during the lesson? 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 lesson, what did you learn about your students as physical education learners (e.g., easy/difficult concepts and skills, easy/difficult tasks, easy/difficult features of academic language, common misunderstandings)? Please cite specific evidence from this lesson well as **specific** research and theories that inform your analysis. (TPE 13)

3. If you could go back and teach this lesson 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 demonstrations of skills, quizzes, homework assignments, lab reports, papers, journals, and projects.

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

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

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

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

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

**Language Demands:** In the context of learning in classrooms, language demands are descriptions of the language students need to effectively participate in classroom tasks. This includes demands related to listening, speaking, reading, writing, and shifting between those modalities. These demands can be vocabulary, features of text-types, and other language

demands (e.g., sharing ideas with a partner, listening to instructions). The degree of language demand also varies with the cognitive complexity of the content, a student's current language development, a student's relevant knowledge and experience, and the context in which the language demand occurs (e.g., participating in a discussion with or without notes). Teachers can draw upon students' language strengths (including language abilities in another language or context) and supply scaffolds to enable students to understand or produce language beyond their current level of mastery.

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

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

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

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

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

**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 Preliminary Teaching Event

The following guidelines should be used to prepare all parts of your Preliminary Teaching Event.

## 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 Preliminary Teaching Event directions.
- Written work samples should be produced by the students.
- Videos of student performances should not exceed two minutes.
- Names of students, yourself, and the school should be removed from written work with correcting fluid, tape, or marker prior to copying/scanning or should not be visible on the video.
- Label work samples as indicated by the Preliminary Teaching Event directions.

## Use of Submitted Materials

Your Preliminary 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 Performance Expectations (TPEs)

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

TPE 1. Specific Pedagogical Skills for Subject Matter Instruction

## **B. Assessing student learning**

TPE 2. Monitoring Student Learning During Instruction

TPE 3. Interpretation and Use of Assessments

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

TPE 4. Making Content Accessible

TPE 5. Student Engagement

TPE 6. Developmentally Appropriate Teaching Practices

TPE 7. Teaching English Learners

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

TPE 8. Learning about Students

TPE 9. Instructional Planning

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

TPE 10. Instructional Time

TPE 11. Social Environment

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

TPE 12. Professional, Legal, and Ethical Obligations

TPE 13. Professional Growth

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