373B Announcements & Updates
September 9, 2009

- Task 1 due on TaskStream by Sat. night
- Late submissions means no feedback
- Task 2 orientation tonight, & we’ll score HSS benchmark (Tasks 1 & 2)
- Next week: Open lab: indiv assistance to address Tasks 1 & 2 or you can use the time to work on your tasks (attendance optional)
- Cameras & tech assistance
- Feedback on your Teaching Event . ..
Feedback on your Teaching Event

Acceptable Feedback on your Teaching Event

- You are allowed to submit an original draft of your commentary to me and I am allowed to ask probing or clarifying questions that encourage you to deepen your analysis of and reflection.
- You are not allowed to resubmit the same task but you are encouraged to communicate with me to address specific questions and to clarify any comments I may have made.

Unacceptable Feedback on Your Teaching Event

- Making choices of curriculum materials or instructional strategies
- Providing an analysis of your students or artifacts or offering alternative responses to commentary prompts
- Suggesting specific changes to be made rather than asking questions aimed at helping reach their own conclusions
- Editing the Teaching Event
Task 2: Planning Instruction & Assessment

- The Planning Instruction & Assessment task describes and explains your plans for the learning segment.
- It demonstrates your ability to organize curriculum, instruction, and assessment.
- It also demonstrates your ability 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 curriculum content.
Preparing for teaching the learning segment

- When selecting a learning segment you should identify a concept to teach, not a standard.
- Discuss the learning segment with your cooperating teacher.
- The learning segment should then be discussed with your supervisor to ensure you will be able to teach the lessons in the time required for PACT.
- Confirm with the cohort coordinator if necessary.
Overview of Task 2

- Identify the **central focus/big idea**, content standards and learning objectives for the learning segment.
- Identify **objectives** for developing **academic language**.
- Select/adapt/design and organize **instructional strategies**, learning tasks, and assessments to promote your students’ learning during the learning segment.
Learning Segment Plan

- Complete a learning segment plan as outlined in your Teaching Handbook. Be sure to address the learning of curriculum content and related academic language.

- Collect 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.

- Write a commentary of about **five single-spaced pages** that addresses the prompts provided in your handbook.
If you want feedback, submit a draft

**What Do I Need to Do?**

- Write a commentary of about **five single-spaced pages** that addresses the prompts provided in your handbook.
- Save this document as: T2CommentaryName(Date).
- For example: **T2CommentaryJelinek(20sept09)**.
- Submit this document to **djelinek@csus.edu** no later than due date on syllabus
Be sure to check the Planning Rubrics

1. ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS
   - REVIEWER QUESTION #1: How do the plans support student learning of skills and strategies to comprehend and/or understand content?

2. MAKING CONTENT ACCESSIBLE
   - REVIEWER QUESTION #2: How do the plans make the curriculum accessible to the students in the class?

3. DESIGNING ASSESSMENTS
   - REVIEWER QUESTION #3: What opportunities do students have to demonstrate their understanding of the standards/objectives?