EDTE 314 Embedded Signature Assignment

Mini-PACT

Purpose:
The purpose of this assignment is to provide an experience that will dovetail with the Teaching Event, PACT (Performance Assessment for California Teachers). While PACT Teaching Event is 3 to 5 day of teaching, this assignment parallels the PACT but deals with only two lesson plans and teaching only one of the lessons you created. It is also much briefer. The signature assignment for the course is a miniature version of PACT. You will complete 2 out of 5 PACT tasks (Planning and Instruction).

Candidates must plan a learning segment 2 days of cohesive instruction within a central focus, that supports students in building conceptual understanding, computational/procedural fluency, and mathematical reasoning skills. The planning portion of the signature assignment will demonstrate candidates’ ability to organize curriculum, instruction, and assessment to help students meet the standards for the curriculum content and to develop academic language related to that content. Candidates will teach a portion of the learning segment, videotape it, and address prompts related to the submitted clip(s) from the videotape. This signature assignment addresses two of five tasks from the PACT Teaching Event and helps prepare candidates for the summative PACT Teaching Event completed during the last semester of the program. Activities and experiences related to this assignment occur in the EDTE 314 course.”

As you prepare your work here, you should look at the actual PACT Handbook and rubric. Both can be found on my webpage, http://www.csus.edu/indiv/l/limb/courses/edte332r.htm. The Handbook has a glossary of terms and very explicit prompts. The rubric focuses on how the PACT is graded. It stresses nuances that are important in achieving a high score. You should also go to the PACT website, http://www.pacttpa.org, and examine their more complete PACT materials.

In the PACT or mini-PACT, you want to (quote from the Handbook)
- show the strategies you use to make mathematics accessible to your students
- [show] how you support students in learning to read, write, and use academic language.
- explain the thinking underlying your teaching decisions
- [give] particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

Final Product

You will need to plan and teach a balanced mathematics lesson that references both conceptual understanding and computational/procedural fluency. You will submit the following items via TaskStream.

1. two days lesson plans as a unit plan (please use the Multiple Subject Lesson Plan template).
2. a video clip showing no more than a continuous seven-minute segment that clearly shows you interacting with the students
3. Submit responses to the prompts found in Instruction section. Your responses to the prompts should be 3-5 pages single spaced. Please use MS Word and attach it to the unit plan.

Evaluation

The signature assignment will be evaluated on Taskstream with a four-point PACT rubric with descriptors for each level. Keep in mind that level 2 score is passing and will earn you full credit in terms of points for the assignment. *You must pass the signature assignment with a score of 80% or higher in order to pass the course.*

**Task 2. Planning (Scored with rubric EM 1 and EM 2):** For this task you will demonstrate your skills associated with planning the instruction and assessments for your learning segment. The learning segment is 2 connected lessons that support students in building conceptual understanding, computational/procedural fluency, and mathematical reasoning skills. It is important that you address all three areas in an interconnected approach in your planning. In addition, you must plan for mathematics discourse in your lessons. Discourse is a vital way for students to build mathematical reasoning skills.

- For this task you will submit a unit plan which includes two consecutive daily lesson plans using Multiple Subjects Version of the Daily Lesson Plan Template. This template can be found on my web site.

**Task 3. Instruction (Scored with rubric EM 4 and EM 5):** This task enables you to show your instruction in action through a videotaped clip from one lesson. This 7-minute clip must show students actively engaged in understanding mathematical concepts and participating in mathematical discourse. You will also respond to a series of prompts to explain how you facilitated students’ learning and engaged them in understanding mathematical concepts and in mathematical discourse. You will also describe what language supports you used and how you monitored student learning during the clip.

- For this task you will submit the video clip, any instructional materials seen in the clip, any relevant writing on the board, overhead, or walls if it is not clearly visible on the clip.

- Write a commentary of 3-5 single-spaced pages (including prompts) that addresses the following prompts (These are NOT exactly identical to the PACT prompt. It has been modified to be more direct and explicit).

  1. *Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the video clip(s) 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(s).*

  2. *Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating in the learning task(s) seen on the video clip(s). 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(s), how did you further the students’ knowledge and skills and engage them intellectually in understanding mathematical concepts and participating in mathematical discourse? 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 clip(s). Cite one or two examples of what students said and/or did in the video clip(s) or in assessments related to the lesson that indicated their progress toward accomplishing the lesson’s learning objectives. (TPEs 2, 3)
Check List and suggestions for the Unit Plan (a part of Mini-PACT)

1. Use the CSUS credential program lesson plan template.

2. You need minimum of 2 lesson plans in the unit plan and teach one of the lesson plans.

3. Your lesson plan should be created for the substitute teacher and not for yourself. Another words, it has to have all the details so that the “reader” can teach the lesson from your lesson plan without asking you any questions.

4. Do not select too many California K-12 Academic Content Standards. One or two standards should be sufficient for the daily lesson plans.

5. The objectives should start with “Students will be able to…”

6. The objectives should be “measurable.”

7. Please include at least three different groups of special need students or ability groups under “differentiation” on every lesson: i.e., ELL, early finishers (enrichment), and remedial students. Do not use the general statements and use more specific statements. For example, don’t say “we will work in cooperative group.” Be specific such as “For the EL group the focus of the academic language of today’s lesson is ‘sum.’ In order to focus on this vocabulary we will….”

8. The assessment has to match the objectives. i.e., assess weather you are meeting the objectives.

9. You should have the assessment plan on every lesson plan. The assessment does not have to formal assessment every day. It can be informal assessment.

10. Please include the “reflection” in the lesson plans. You are not required to write the reflection on the day(s) you did not teach; however, you are required to write the reflection on the lessons you have taught.

11. The reflection should be thorough (more than one paragraph). Do not use generic statement such as “the lesson went well.” Be more specific; i.e, why do you think the lesson went well? What is the evidence of your success? etc. etc.

12. Please write “See the lesson plans for details” if you have the information in the lesson plans. Also, please write “See the unit plan for details” if you have the information in the unit plan. Please do not leave blank in the unit plan or lesson plan.