PACT expresses appreciation to the following for their work on PACT and the Bilingual Elementary Mathematics Teaching Event:

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**Use of PACT Scores**

The scores from this Teaching Event will be combined with scores from the Subject Matter Tasks in core content areas to determine whether or not candidates for a Multiple Subject Teaching Credential pass the PACT teaching performance assessment. 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.

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Overview of the PACT Teaching Event

Focus on student learning
In this Teaching Event, you will show the strategies you use to make mathematics accessible to your students, and how you support students in learning to read, write, and use academic language in the language(s) of instruction. 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 mathematics 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 lessons) that is designed to support students in the language(s) of instruction to build conceptual understanding, computational/procedural fluency, and mathematical reasoning skills. 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 22-24.

Submit teaching artifacts and analysis
You will submit lesson plans, copies of instructional and assessment materials, one or two video clips of your teaching, a summary of whole class learning, and an analysis of student work samples. 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.
# Overview of Bilingual Elementary Mathematics Teaching Event

<table>
<thead>
<tr>
<th>Teaching Event Task</th>
<th>What to Do</th>
<th>What to submit</th>
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| 1. Context for Learning (TPEs 7,8) | ✓ Provide relevant information about your instructional context and your students as learners of mathematics. | □ Context Form  
□ Context Commentary |
| 2. Planning Instruction & Assessment (TPEs 1,2,3,4,6,7,8,9,10,12) | ✓ Select a learning segment of 3-5 lessons that support students in the language(s) of instruction to build conceptual understanding, computational/procedural fluency, and mathematical reasoning skills.  
✓ Create an instruction and assessment plan for the learning segment and write lesson plans.  
✓ Write a commentary that explains your thinking in writing the plans.  
✓ Record daily reflections, to submit in the reflection section of the Teaching Event. | □ Lesson Plans for Learning Segment  
□ Instructional Materials  
□ Planning Commentary |
| 3. Instructing Students & Supporting Learning (TPEs 1,2,3,4,5,6,7,10,11) | ✓ Review your plans and prepare to videotape your class. Identify opportunities to develop your students’ ability to engage in mathematical discourse in the language(s) of instruction and understand mathematical concepts.  
✓ Videotape the lesson you have identified.  
✓ Review the videotape to identify one or two video clips portraying the required features of your teaching. The total running time should not exceed 15 minutes.  
✓ Write a commentary that analyzes your teaching and your students’ learning in the video clip(s). | □ Video Clip(s)  
□ Video Label Form  
□ Instruction Commentary |
| 4. Assessing Student Learning (TPEs 2,3,4,5,13) | ✓ Select one student assessment from the learning segment and analyze student work.  
✓ Identify three student work samples that illustrate class trends in what students did and did not understand.  
✓ 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. | □ Student Work Samples  
□ Evaluative Criteria or Rubric  
□ Assessment Commentary |
| 5. Reflecting on Teaching & Learning (TPEs 7,8,13) | ✓ Provide your daily reflections.  
✓ Write a commentary about what you learned from teaching this learning segment. | □ Daily Reflections  
□ Reflective Commentary |
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 in the language(s) of instruction to develop your students’ conceptual understanding, computational/procedural fluency, and mathematical reasoning skills.
- Additional required features depend on the setting of your placement.
  - If the bilingual program model for your setting includes mathematics instruction by you in each language, this should be reflected in the learning segment documented.
  - If the bilingual program model for your setting includes mathematics instruction in only one language, select a learning segment that illustrates the connections to the other language of instruction, e.g., cognates, description of problem solving or reasoning in both languages, contrastive analysis.
  - In exceptional circumstances where you do not have responsibility or control over mathematics instruction in one of the languages (e.g., another educator teaches in one language and you teach in the other), you should plan the learning segment in the language in which you teach. In this circumstance, you must supplement your plan with a design of instructional activities that illustrate the relationship between the two languages. This is to demonstrate your ability to design such instruction, even though it is not possible in your setting.
- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that will affect your instructional decisions.
- You may complete the Context for Learning form and write the Context for Learning commentary in either language of instruction.

**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.

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Bilingual Elementary Mathematics
Teaching Event 2014-15

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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 25-26 for other requirements.

1. Briefly describe the following:
   a. Type of school/program in which you teach, (e.g., elementary/middle school, themed magnet, or charter school)
   b. Kind of class you are teaching (e.g., bilingual third grade, sixth grade sheltered math/science) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)
   c. Degree of ability grouping or tracking, if any
   d. Language distribution across the curriculum, e.g., math/science in English; previewreview
   e. Approach to grouping by language, 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 content 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, e.g., range of vocabulary, levels of complexity of language use. Describe it separately for each of the following, as applicable: English, the other language of instruction, and the students’ primary languages (if different). (TPEs 7, 8)
   c. Social development
      Consider factors such as the students’ ability and experience to express themselves in constructive ways, negotiate and solve problems, and get along with others. (TPE 8)
   d. Family and community context
      Consider key resources and challenges in the home and community such as socio-economic factors, cultural context, knowledge acquired outside of school, 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 policies on language use, 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 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.

1. What is the grade-level composition of the class? ____________________________________

2. What type of program are you teaching in?
   - _____ Early Exit Bilingual    _____ Structured English Immersion
   - _____ Late Exit Bilingual    _____ Two-Way Immersion
   - _____ Other (please specify) ________________________________________________

3. Please indicate the language(s) of instruction. *(Check all that apply)*
   - _____ Cantonese    _____ Spanish
   - _____ English    _____ Vietnamese
   - _____ Other *(please specify)*
     ____________________________________________

**About the subject area/course you are teaching**

4. How much time is devoted each day to specific instruction in mathematics in your classroom?
   a. In English ______________________________________________
   b. In the other language of instruction _____________________________

**About the students in your class**

5. Please list the number of students in the class you are documenting:
   - _____ total #    _____ # native English speakers
   - _____ # native speakers of the other language of instruction
   - _____ # bilingual in both languages of instruction

6. Please indicate the number of students in the following categories:
   - _____ with IEPs or Section 504 plans    _____ in GATE
7. Please complete the following table about your students’ latest available CELDT scores (if applicable):

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Overall</th>
</tr>
</thead>
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<td>Advanced</td>
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8. Is information (e.g., teacher tests, test scores, parent descriptions) about students’ proficiency in their primary language(s) available? If yes, please describe the source or name of the assessment. (You will describe students’ primary language proficiency, if known, in the Context for Learning Commentary.)

About the school curriculum and resources

9. What instructional program do you primarily use for mathematics instruction?

10. What other major resources do you use for mathematics instruction and the development of academic language in this class (e.g., textbook, posters, technology, classroom books and materials, school library books and materials) and what language(s) are they in? (If you use a textbook, please provide the name, publisher, and date of publication.)

11. What personnel resources are available to support mathematics instruction (e.g., bilingual aides, mathematics resource specialists, bilingual speech/language/hearing specialists)?
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 mathematics curriculum content.

Overview of Task
- Identify the central focus, student academic content standards, English Language Development (ELD) standards or language standards in the other language of instruction (if applicable), and learning objectives for the learning segment. The 3-5 lessons in the learning segment should develop students’ conceptual understanding, computational/procedural fluency, and mathematical reasoning skills.
  - If the bilingual program model for your setting includes mathematics instruction in each language, the learning segment should as well.
  - If the bilingual program model for your setting includes mathematics instruction in only one language, select a learning segment that illustrates the connections to the other language of instruction, e.g., cognates, development of narratives in both languages, contrastive analysis.
  - In exceptional circumstances where you do not have responsibility or control over literacy instruction in one of the languages, you should plan the learning segment in the language in which you teach. In this circumstance, you must supplement your plan with a design of instructional activities that illustrate the relationship between the two languages.
- Identify objectives for developing academic language in the language(s) of instruction, taking into account students’ prior language development, the language demands of the learning tasks and assessments, and connections between the two languages.
- Select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students’ learning of both academic language and mathematics during the learning segment.
- You may write the Planning commentary in either language of instruction. However, when you refer to directions that you give to students, key vocabulary, questions that you plan to ask students, or specific responses to varied student questions and comments, these should be in the planned language of instruction.
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 in the language(s) of instruction.
■ 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 and/or language standards in the other language of instruction (if applicable), learning objectives, formal and informal assessments, instructional strategies and learning tasks, and resources and materials. The plans should clearly identify the language(s) to be used in the instructional materials and by you and your students within each learning and assessment task. Any planned instructions or questions should be in the language of instruction.

✓ 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. Do not translate the materials; just copy the original. 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. Your reflection can be in either language of instruction, but if you refer to something you or your students said or wrote, please use the original language. (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 in the language(s) of instruction.)
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 or other language-specific standards, why is the content of the learning segment important and how is it meaningful 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 mathematics and academic language during the learning segment.**

3. **How do key learning tasks in your plans build on each other to support students’ development of conceptual understanding, computational/procedural fluency, mathematical reasoning skills, and related academic language?** Describe specific strategies that you will use to build student learning across the learning segment and, if in a bilingual placement, across the two languages. Reference the instructional materials you have included, as needed. If teaching in two languages, include a rationale for your decisions in allocating the use of languages across the learning tasks. (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, strengths, 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 (including strengths across both languages). What will you do to draw upon or make home/school connections within this learning segment? (TPEs 4, 6, 7, 8, 9)

5. **Consider the language demands** of the oral and written tasks in which you plan to have students engage as well as the various levels of 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?** What language strengths do your students bring to these tasks?

---

1 Language demands include such things as grammatical structures, vocabulary, mathematical notation, or language conventions within mathematical reasoning. For early readers/writers, this will include sound-symbol correspondence and a word or number as a text but might also involve the development of oral skills which are antecedents to reading and writing, oral narratives, and explanations.
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 your students’ strengths in both languages 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 (both language and mathematics content) and provide feedback to students on their learning. In a bilingual setting, be sure to justify the choice of language(s) used in the assessments. (TPEs 2, 3)

7. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., newcomers, GATE students, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum, support academic language development, and allow them to demonstrate their learning. (TPEs 9, 12)
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. **Be sure to clearly identify the language(s) to be used in the instructional materials, especially directions, and by you and your students within each learning and assessment task. If your plan includes specific questions or directions or target vocabulary, please provide them in the language of instruction. Provide sufficient detail so that the plans can be replicated.**

Lesson ____

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 or standards for the other language of instruction (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 improve their understanding of mathematical concepts and their ability to engage in mathematical discourse in the language(s) of instruction. It provides evidence of your ability to engage students in meaningful mathematics tasks and monitor their understanding.

**Overview of Task**
- Examine your plans for the learning segment and identify learning tasks in which students are actively engaged in understanding mathematical concepts and participating in mathematical discourse. If your learning segment includes instruction in both languages, select learning tasks that collectively illustrate instruction in both languages.
- Videotape one or more of these tasks.
- View the video(s) to check the quality, analyze your teaching, and select the most appropriate video clip(s) to submit.
- You may write the Instruction commentary in either language of instruction. However, when you refer to what you or your students said on the tape, please use the original language.

**What Do I Need to Do?**

**Videotape your classroom teaching**

✓ Provide **one or two video clips of no more than fifteen minutes total**. Select clip(s) that demonstrate how you engage students in understanding mathematical concepts and participating in mathematical discourse. (You may select conceptual understanding either as the primary focus of instruction or integrate it with the development of your students’ understanding of a computation or procedure.)

- If your learning segment includes instruction in both languages, one clip should show instruction in English and one in the other language, showing connections between the two languages as appropriate.
- If you elect to use two clips in a placement where instruction is solely or overwhelmingly in one language, the clips should be from the same lesson and portray key events that cannot be portrayed in a continuous fifteen minute clip, e.g., whole group instruction and your monitoring or work with students as they apply what they have learned.

✓ The clip(s) 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

- Each video clip should be continuous and unedited, with no interruption in the events.
- The clip(s) 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.

☑ 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 file(s). 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 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., use of the two languages by you and your students, language scaffolds, group work roles, class discussion norms) that were operating in the learning task(s) seen on the video clip(s). Explain and justify your decisions about language use during the events seen in the clips. (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 (including
connections between the two languages of instruction, if applicable) 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)
Task 3. Video Label Form

Candidate ID # __________________________

Elementary Mathematics Clip(s)

Lesson from which the (first) clip came: Lesson # _____

Language(s) of Instruction (Check all that apply.):

☐ English
☐ Other language of instruction _____

If you have a second clip, which lesson is it from? Lesson # _____

Language(s) of Instruction (Check all that apply.):

☐ English
☐ Other language of instruction _____

If Electronic, Video Format of Clip(s): (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 this analysis to identify next steps in instruction for the whole class and individual students.

**Overview of Task**
- Summarize and analyze meaningful patterns in whole class performance on a selected student assessment from the learning segment. The assessment should be the work of individuals, not groups.
- Demonstrate a variety of student performances for the assessment using three student work samples, including any feedback you wrote directly on the work.
- Analyze the performance of two individual students and diagnose individual learning needs.
- You may write the Assessment commentary in either language of instruction.

**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 computational accuracy, understanding properties of a triangle, or translating a word problem into mathematical symbols.
- Select three student work samples which together represent what students generally understood and what a number of students were still struggling to understand. To the extent possible, include students who show a range of proficiencies in the language(s) in which they are being assessed. In the case of a pre- and post-assessment or multiple drafts using the writing process or both languages, you may include both assessments or all drafts as the work sample.
- Label these work samples as “Work Sample 1”, “Work Sample 2”, and “Work Sample 3”. If your students use invented spelling, please write the standard spelling directly on the work sample. Be sure that reviewers can distinguish any written feedback to students from the students’ written work.
Document your feedback to these three students, either as individuals or as part of a larger group. If it is not written directly on the work sample, 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. Based on your analysis of the assessment results, was the assessment appropriate for your students in terms of their language and cultural backgrounds? Explain why or why not.

5. From the three students whose work samples were selected, choose two students. If possible, select students with different language proficiencies in English and in the other language of instruction. For the two students, describe their prior knowledge of the content and their individual learning strengths and challenges (e.g., academic development, special needs). In addition, describe significant experiences that might have affected their performance such as their prior educational history, e.g., years of formal schooling in the U.S. and in other countries, years living in the United States, and their language experiences in home and community settings. 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)

6. 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.

7. 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 conference with the student’s family, 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 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></td>
<td>Performance Level 1</td>
</tr>
<tr>
<td></td>
<td>(provide description of student performance) &amp; % of class</td>
</tr>
<tr>
<td></td>
<td>(provide description of student performance) &amp; % of class</td>
</tr>
<tr>
<td></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.
- You may write the Reflection commentary in either language of instruction.

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 helps you understand what you observed. Consider areas such as second language acquisition, bilingual development, and biliteracy. (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 mathematics learners, including their bilingual/biliterate development? Consider such things as easy/difficult concepts and skills, easy/difficult
learning tasks, common misunderstandings, cross-linguistic transfer. 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 in order to enhance their mathematics knowledge and bilingual/biliterate development, 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, e.g., different language experiences, years of formal education? (TPE 13)

4. If the program model or school/cooperating teacher policies restricted your choices (for example, if the program model did not allow the use of primary language or if school/district policies restricted your ability to adapt or supplement curriculum materials), how would you change your planning, instruction, and assessment if you were not so restricted?
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.

**Bilingual placement:** A placement in which instruction and assessment is provided in two languages, in some proportion appropriate to the program design and the grade level.

**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.

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 part of 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 clip(s) 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)
- 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 clip(s)
- 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.