

**California State University Stanislaus
Department of Teacher Education**

**40588 EDMS 4150-02: Methods in Multilingual Education
Course Syllabus ~ Fall 2008, 3 Units
(Created October 2008 for EDMS 4150-02)**

Information on TPAs 2 and 3 for EDMS 4150-02, Fall 08

•All information and materials are posted at the sites listed below; we will follow these guidelines explicitly. Students are required to print from Bb, the required copies, which are needed.

Practice on TPA 2 – Week One

Practice on TPA 3 – Week Two

Final submission of TPA 2 and TPA 3 due:

December 1, 2008, Week Six – Monday, Dec. 1, 2008.

**Blackboard: Teacher Performance Assessment
Information Forum
(TCHR-PERF-FORUM)**

Dr. Chris Boosalis created this Bb site for our convenience. You MUST have access on Week One of class.

In addition:

CALTPA Candidate Handbook

<http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf>

TPA Overview

http://distanceprep.com/players/tpa_overview.html

Task Two: Designing Instruction Task

<http://www.ctc.ca.gov/educator-prep/TPA-files/DI-Task.doc>

Task Three: Assessing Learning Task

<http://www.ctc.ca.gov/educator-prep/TPA-files/AL-Task.doc>

California English Language Development Test (CELDT)

www.cde.ca.gov/statetests/celdt/celdt.html

In Practice TPA Task 2: Designing Instruction, a content area lesson plan with SDAIE strategies will be developed. The steps to completing Practice TPA Task 2 will include:

Step 1 – Academic Content Selection & Learning About Students

Step 2 – Learning About Two Focus Students

Step 3 – Planning for Academic Instruction for the Whole Class

Step 4 – Lesson Adaptations for an English Learner & Special Needs Student

Step 5 – Reflection on Connecting Instructional Planning to Student Characteristics

In Practice TPA Task 3: Classroom Assessment of Academic Learning Goals, students will actively practice assessment. Our class is focused on English Learners Assessment.

In order for students to earn a credential, they must pass the four TPAs with a minimum total score of 12, and at least a “3” on each Task. To help students achieve the highest possible score, an opportunity to complete “Practice” responses to TPA 2 and TPA 3 is provided in this course. The instructor will review responses, assign points, and give detailed feedback on responses.

Students may use feedback to create a final “Actual” response to the TPA Task 2 and 3 prompts. But they may not use the practice TPA’s for final submission. Tasks will be selected randomly by scorers and if a student is found to copy class TPA work in their final submission they will automatically fail the TPA Exam, a requirement for CA Teaching Credentials.

Teacher Performance Task – TPA 2

Step 1: Academic Content Selection and Learning about Students

Directions: An important step in planning instruction is to learn about your students. Select one class, content area, and the state-adopted academic content standards for students to work with at this time. Respond to the prompts below about the class, unit of study, and how you learn about the students.
Academic Content Selection

Grade level: Content area (e.g., mathematics)_____ Subject matter (e.g., geometry)_____

List the state-adopted academic content standards for students that you will cover at this time.

Describe the unit of study that addresses those standards.

What is (are) the academic learning goal(s) for this unit of study?

Class Information

Age range of students _____

Number of male students _____

Total number of students _____

Number of female students _____

Gathering Information on the WHOLE Class.

Student Characteristics: A composite of the whole class	What information, that may influence instruction, do you want to learn about the students?	How will you learn about the students? Describe the methods you will use and why you have chosen to use those particular methods.	How will you use this information in planning academic instruction in your selected content area?
linguistic background			
academic language abilities, content knowledge, and skills			
physical, social, and emotional development			
cultural and health considerations			
interests and aspirations			

Gathering information on two specific students

Student Characteristics	Student 1: An English learner	Student 2: A student who presents a different instructional challenge
Female ____ Male ____ Age ____ Why did you select this student?		
What did you learn about this student's linguistic background?		
...academic language abilities in relation to this academic content area?		
...content knowledge and skills in this subject matter?		
...physical, social, and emotional development relevant to this academic content area?		
...cultural background including family and home relevant to this academic area?		
...special considerations including health issues relevant to this academic content area?		
...interests and aspirations relevant to this academic content area?		
Describe other information relevant to this academic content area that you learned about the student, (attendance, extracurricular activities,		

etc.).		
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Step 3: Planning for Academic Instruction for the Whole Class

Directions:

Consider your academic content selection in Step 1 and what you want the students to learn. As you begin to think about a lesson that falls within the selected unit of study, respond to the prompts below about your plan for academic instruction for the whole class.

At what point in the sequence of the unit is this lesson? Check one:

- at the beginning of the unit of study
 between the beginning and the end of the unit of study
 at the end of the unit of study

List the state-adopted academic content standard(s) for students you will address in the lesson.

What is (are) your academic learning goal(s)? What specifically do you expect students to know or be able to do as a result of the lesson?

How is (are) your academic learning goal(s) related to the state-adopted academic content standards for students?

How will the content of the lesson build on what the students already know and are able to do?

How will the content of the lesson connect to the content of preceding and subsequent lessons?

What difficulties do you anticipate students could have with the lesson content and why?

What evidence will you collect during the lesson and/or at the end of the lesson that will show the extent to which the students have learned what you intended?

Think about how you will sequence your instruction of the academic content to be covered in this lesson. Describe your plan for instruction in the order in which it will be implemented. Address each of the following and provide a rationale for each of your decisions:

Communicating the academic learning goal(s) to the students

Instructional strategies

Student activities

Student grouping

Materials, technology, and/or resources, including the use of instructional aides,

Parents, or other adults in the room

Progress monitoring of student learning

Instructional Plan	Rationale

10. Given the difficulties you anticipate students could have with the content, what additional steps would you take to foster access and comprehension for all students?

11. How would you share the results of student academic learning with students and/or families?

Plan for Instruction	Adaptations for Student 1: An English learner	Adaptations for Student 2: A student who presents a different instructional challenge
Academic learning goal(s) or your expectations of what the student should know or be able to do as a result of this lesson		
Evidence of student learning you will collect during the lesson and/or at the end of the lesson		
Communicating the academic learning goal(s) and/or expectations to the student		
Instructional strategies		
Student activities		
Student grouping		
Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room		
Progress monitoring of student learning		
Sharing results of the student learning with the student and/or the family		

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Step 5: Reflection on Connecting Instructional Planning to Student Characteristics

Directions:

Read your responses to the prompts in Steps 1- 4. Think about what you have learned in Task 2 about the characteristics of the two focus students, your instructional planning for the whole class, and your adaptations for the focus students. Respond to the prompts below.

1. What information that you collected for the whole class and/or for the two focus students most influenced your planning for this lesson? Why?

2. How will you use what you have learned in regard to connecting instructional planning to student characteristics in the future? In your response, you may address collecting student information and/or planning instruction based on student information.

TPA – Task 3 – Assessment

Step 1: Assessment Selection and Planning for the Whole Class

Directions:

To plan classroom assessment, a teacher determines his or her current point within the instructional sequence of a unit of study and identifies the student academic learning goals to measure.

"Ideally, assessment and instruction are linked inextricably within any curriculum. The key to using assessment effectively and efficiently in a program of instruction is to recognize above all that different types of assessment tools must be used for different purposes. " (Reading/Language Arts Framework for California Public Schools, 1999, page 215)

Select one class, a content area, and a unit of study to work with as you complete this performance task. Respond to the prompts below about the unit of study and the assessment.

Academic Content Selection

Grade level _____ Content area (e.g., mathematics) _____
Subject matter (e.g., geometry) _____

List the state-adopted academic content standards for students you will cover at this time.

Describe the unit of study that addresses those standards.

What is (are) the academic learning goal(s) for this unit of study?

4. At what point in the sequence of the unit are you teaching? Check one:
- ____ at the beginning of the unit of study
 ____ between the beginning and the end of the unit of study
 ____ at the end of the unit of study

Assessment Planning

If you are at the beginning of your unit, you will give your students an entry-level assessment. If you are moving through the unit of study, you will use progress-monitoring assessments. If you are at the end of the unit of study, you will use a

summative assessment. (For more information about these three kinds of assessment, see the recently published Frameworks for California Public Schools, published by the California Department of Education.)

Entry-Level Assessment: Entry-level assessment determines whether or not your students possess crucial prerequisite skills and knowledge expected at their grade level. By using entry-level assessment, you are asking the question: "To what degree do my students know and understand the content of the standards I am planning to teach for this unit of study?"

Progress-Monitoring Assessment: Progress-monitoring assessment determines whether or not your students are progressing adequately toward achieving the content standards of the unit of study. By using progress-monitoring assessment, you are asking the questions: "To what degree are my students achieving the content of the standards I am teaching?" "Are they progressing adequately?" "Do they need re-teaching?" "Do I need to adjust how I am teaching?"

Summative Assessment: Summative assessment determines if your students have met the learning goals at the end of the unit of study. By using summative assessment, you are asking the questions: "To what degree have my students achieved the content of the standards I have taught?" "Do I need to re-teach any key concepts?" "Can the class move forward to a new unit of study?"

5. For what purpose will your assessment be used within this unit of study?

_____ Entry-Level _____ Progress-Monitoring _____ Summative

6. Identify and describe the type of assessment. (verbal response, multiple choice, short essay, oral presentation, performance task, etc.)

7. What will your student need to know and/or be able to do to complete the assessment?

8. What evidence of student learning will you collect?

9. In what ways will the evidence document student achievement of the academic learning goal(s)?

10. How will the student assessment evidence be measured or scored?

Think about how you will sequence your implementation of the assessment.

Describe your plan for implementing the assessment in the order in which it will occur. Address each of the following and provide a rationale for each of your decisions:

- Teaching strategies including communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment;
- Student activities;
- Student grouping;
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

12. In what ways will you use the assessment results?

13. In what ways will you share the assessment results with students, families, and other colleagues and support personnel, when appropriate?

14. Is your assessment one that you developed, you adopted, or you adapted from another source such as a district, publisher, internet, or another teacher?
 ___developed by you ___adopted or adapted from another source (Name source:_____)

15. Submit a copy of the assessment and, if available, submit the assessment directions, answer key, rubric, scoring guide, etc.

Step 2: Learning about Students: Whole Class and Two Focus Students

Directions:

An important step in planning assessment is to learn about your students. Provide information about the whole class in the box below.

Class Information

Age range of students _____ Number of male students _____ Total number of students _____ Number of female students _____

Directions:

Select two students from the class you described above. Select one student who is an English learner and one student who has an identified special need and who presents a different instructional challenge. Consider your selected content area (e.g., mathematics) _____ and subject matter (e.g., geometry)

_____ when describing what you learned about the two focus students. Complete the table below. In each box include: a description of what you learned for each of the students, and an explanation of how the information will influence your academic instructional planning, including assessment.

Learning about the Focus Students

Student Characteristics	Student 1: An English learner	Student 2: Identified with Special Need
Female ____ Male ____ Age ____ Why did you select this student?		
What did you learn about this student's: ...linguistic background?		
...academic language abilities in relation to this academic content area?		
...content knowledge and skills in this subject matter?		
...physical, social, and emotional development relevant to this academic content area?		
...cultural background		

including family and home relevant to this academic content area?		
...special considerations, including health issues relevant to this academic content area?		
...interests and aspirations relevant to this academic content area?		
Describe other information relevant to this academic content area that you learned about the student, (e.g., attendance, extracurricular activities, etc.).		

Directions:

Consider your plan for assessment in Step 1 and what you learned about the two focus students and the implications for instruction and assessment that you identified in Step 2. Respond to the prompts below about the two students.

What will Student 1 need to know and be able to do to complete this assessment?

What will Student 2 need to know and be able to do to complete this assessment?

For the two students, determine what adaptations you will make to this assessment that you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for assessment, indicate that decision. Complete the table below. In each box include: your decisions about assessment adaptations, and a rationale for those decisions.

Plan for Assessment	Adaptations for Student 1: An English learner	Adaptations for Student 2: Identified with Special Need
Evidence of student learning you will collect		
How the student assessment evidence will be measured or scored		
The implementation of the assessment including : Teaching strategies for communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment Student activities Student grouping Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room		
Ways you will use the assessment results		
Ways you will share the assessment results with students, families, and other colleagues and support personnel, when appropriate		

Step 4: Giving the Assessment to the Whole Class, Including Two Focus Students

Directions:

Give the assessment to your class. Collect and score all the evidence of student learning from the assessment. Consider all of the assessment responses and select three responses that represent the range of achievement within the class. Label these responses as Student 3, Student 4, and Student 5. Label the two focus students' assessment responses as Student 1 and Student 2. Submit all five assessment responses. Review carefully the evidence of student learning you are submitting.

Briefly explain why you selected each of the following responses to represent the range of responses in the class:

Student 3

Student 4

Student 5

Step 5: Analyzing Evidence of Student Academic Learning and the Assessment

Directions:

Consider your responses in Steps 1- 4. Think about the evidence of student academic learning from the assessment. Answer the prompts below for the whole class and for the two focus students. Remember to cite specific evidence from the five responses that you have submitted. (This includes responses from the two focus students and from the three students you selected to represent the range of achievement within the class.)

For the Class as a Whole:

What did you learn overall about the students' progress toward achievement of the academic learning goal(s) for this part of the unit?

Describe the extent to which the assessment that you planned allowed students to demonstrate achievement of the academic learning goal(s) for this part of the unit.

Would you make any changes to the directions or to the format of the assessment? Why?

Would you collect different or more evidence if you were to do this assessment again? Why?

Was the implementation and timing of this assessment appropriate for this class?
Why?

In what ways would a different type of assessment (verbal response, multiple choice, short essay, oral presentation, performance task, etc.) than what you used allow students to demonstrate their achievement of the academic learning goal(s) for this unit?

For the Two Focus Students:

	Student 1: An English learner	Student 2: Identified with Special Need
To what extent were the assessment directions and format clear and easy to follow for the student? How do you know?		
To what extent did the student achieve the academic learning goals for this part of the unit?		
How well did the student's assessment response correspond to the work the student does on a daily basis? (Was the response what you expected from the student?)		
What different or additional type of evidence might you need to collect for the student?		
What does the student's response tell you about his or her academic strengths and/or needs?		
Based on the student's response, describe next steps you would take with the student to further his or her academic achievement in this content area.		

Describe the ways in which specific adaptations you made to your assessment plan did or did not work.		
In what ways did the assessment support this student's language abilities?		
If you were to give the assessment to the student again, what changes, if any, would you make? Why?		
What would be your next steps in planning to facilitate this student's English Language Development?		

Step 6: Reflection on Assessment Implementation and Student Learning

Directions:

Read your responses for Steps 1-5. Consider what you have learned in Task 3 about your students, what you wanted them to learn, their responses to the assessment, and your analysis of the evidence of student learning. Answer the prompts below.

If you were given an opportunity to implement the assessment again, what would you do the same and what would you do differently? Why?

What additional information about your students did you learn as a result of this assessment experience?

How will you use what you have learned from this assessment experience when you plan instruction and assessment in the future?

5. What are your goals for increasing your knowledge and skill in assessment? How will achieving these goals help you become a more effective teacher?