

Before beginning this task, read the complete directions provided in the CalTPA Candidate Handbook.

Step 1: Learning about Students in the Whole Class and Two Focus Students

Directions:

An important step in planning instruction is to learn about your students. Select one class, one content area, subject matter within that content area, and two focus students to work with as you complete this task. Respond to the questions about the whole class and the two focus students below.

A. Class Information

Grade Level: 10 ___		Age range of students: 15-16																	
Content Area: World History		Total number of students: 33 ___																	
Subject matter: World War I		Number of Male Students: 22 ___																	
		Number of Female Students: 11 ___																	
Percentage of students receiving free or reduced lunch: 0 ___																			
Areas in which students live (check all that apply) <input checked="" type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban ___ Rural																			
Ethnicity of students (provide numbers)	0 ___ African American or Black ___ American Indian/Alaskan Native 2 ___ Asian or Pacific Islander 7 ___ White, not Hispanic 24 ___ Hispanic or Latino ___ Other (Specify) _____																		
Language proficiency of students (provide numbers)	10 ___ Fluent English Proficient 4 ___ English Learner(s) 29 ___ English only (native speakers)																		
Identified special need categories represented (provide numbers)	<table border="0"> <tr> <td>2 ___ Specific Learning Disability</td> <td>___ Speech/Language Impaired</td> </tr> <tr> <td>___ Hard of Hearing</td> <td>___ Visually Impaired</td> </tr> <tr> <td>___ Deaf</td> <td>___ Orthopedically Impaired</td> </tr> <tr> <td>___ Deaf-Blind</td> <td>___ Emotionally Disturbed</td> </tr> <tr> <td>___ Other Health Impaired</td> <td>___ Mental Retardation</td> </tr> <tr> <td>___ Multiple Disabilities</td> <td>___ Autistic</td> </tr> <tr> <td>___ Brain Injury</td> <td>___ Established Medical</td> </tr> <tr> <td>2 ___ Gifted/Talented</td> <td>Disability (0-5 years)</td> </tr> </table>			2 ___ Specific Learning Disability	___ Speech/Language Impaired	___ Hard of Hearing	___ Visually Impaired	___ Deaf	___ Orthopedically Impaired	___ Deaf-Blind	___ Emotionally Disturbed	___ Other Health Impaired	___ Mental Retardation	___ Multiple Disabilities	___ Autistic	___ Brain Injury	___ Established Medical	2 ___ Gifted/Talented	Disability (0-5 years)
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B. Learning About the Whole Class

Student Characteristics

Directions:

Provide a general description of what you learned about the general characteristics of students in this class, and describe how you will use this information in planning academic instruction in your selected subject matter.

Linguistic background

Provide a general description of what you learned about students’ linguistic background.	Describe how you will use this information in planning academic instruction in your selected subject matter.
<p>It is important to know the linguistic background of your students in order to understand the level of English ability they have and what each student will be able to comprehend during a lecture or assignment. Important information to know, that may influence instruction, is the level of language proficiency that the students possess. This will determine the language ability of the student and allows you, as the teacher, to see how much English they know and understand. You want to know the ability of the student to converse properly with the language and at what level they can communicate. Additional information that may be important to know about the students is the CELT scores. This will show their proficiency level and help determine where they are at in English development.</p> <p>From all the research that I have done for this class, using the above examples, I have found that this class has a broad range of linguistic background. Many of my students have Spanish-speaking background, but with a wide experience of the English language. I have two students classified as English learners and the others from Spanish-speaking background are labeled as proficient. The rest of the students are English speaking and come from homes with English as their primary language. There are no other linguistic backgrounds in this class during this time.</p>	<p>When a student is speaking a different language at home, this can influence the proficiency of the student as well; if the parents only speak a specific language, than the student may need additional help or support in their English development.</p> <p>By knowing the linguistic background of the students, you can pick out those that are not fully proficient in English and help them thrive in your class. I can use all the information I acquire through records, work, communication, and test and provide extra support during lecture and activities for those that need it. If I know that some students are English learners I can plan instruction using SDAIE strategies that will help them understand more information and assist them with the challenges of the language. I can also plan my instruction and scaffold assignments and work to help students complete the work and understand it.</p> <p>I can also use the information and speak accordingly to allow those learning English the chance to process and comprehend what I am saying, Speaking slowly and clearly will help student understand the language and use it correctly in the future. It is easier to listen and know what is being said, when the one talking uses an even pace and speaks with proper grammar.</p>

Academic language abilities, content knowledge, and skills related to this subject matter

<p>Provide a general description of what you learned about students’ academic language abilities, content knowledge, and skills related to this subject matter.</p>	<p>Describe how you will use this information in planning academic instruction in your selected subject matter.</p>
<p>When you start a new school year or semester it is important to know where your students are coming from and what abilities and knowledge they already know. You want to know what their academic ability and skill in the content area is, along with the specific areas they are weak or already strong in. At the beginning or start of a new topic, unit, or theme it is important to know what the student already know coming into it. You what to know what information they already know and what vocabulary they can define. It is important to determine what information the students already know so you do not repeat to the point of boredom.</p> <p>Based on observation, tests, discussion, and surveys during the semester, I have been able to assess my students’ academic language ability. I have observed that the students have a lower than average academic language knowledge. They have the ability to learn the language and use the vocabulary in the proper way, but lack the vocabulary terms. They need more vocabulary development and need more practice to understand the terms and how to communicate, argue, defend, and create higher academic language skills.</p>	<p>Once I have found this information and can determine where my students are at academically, I can use it in planning where I should start in my instruction. By knowing what skills and abilities my students already have, I can see where I need to direct my lesson to address material that the students may not fully know. I can also use this information to determine how fast or slow I go through my instruction and lessons. If there is information that students already have a good understanding on, I can adjust my instruction to review at a faster speed so I can spend more time on another topic that they may need additional help with. I can adjust and plan for those specific topics over the year that student may need more development with and create instruction to support them in the learning process.</p> <p>By seeing the level of academic vocabulary within my classroom, I can also plan my instruction around activities that will help develop their ability with using proper and advanced discourse. If there is a need for vocabulary development, I can use that as a way to plan instruction that will provide opportunity for students to use vocabulary and have them develop that important skill. I can provide extra support and practice in the areas that the students seem weaker in as a way to help them achieve higher standards and succeed in future courses.</p>

Cultural and health considerations

<p>Provide a general description of what you learned about students’ cultural and health considerations.</p>	<p>Describe how you will use this information in planning academic instruction in your selected subject matter.</p>
<p>In order to best support my students and be the best teach I can be, it is important to know students health problems and what their</p>	<p>This information will help me plan my instruction by giving me some health guidelines that I need to follow. If I know a</p>

background is. For a class, I want to learn what conditions my students have that may impact the activities. I want to make sure that I do not put a student in harm or have something in my class that may cause health problems. Knowing what students have health issues is important for a class so that no one gets hurt.

I would like to know the cultural background of my students so that I may incorporate their information into my lessons if possible. I also would want to know their cultural background so I do not make any vague comments that may offend a student. Values are important in culture, and if I can learn about the background my students come from, I can better understand their values and where they are coming from. It gives me more ability to know the student and respect their views that come from their cultural background. If I do not get a sense of where they come from and what values are important to them, I may find myself creating a disrespectful tone that I wasn't aware of.

My class comes from cultural backgrounds of Hispanic and Caucasian decent. The majority of my class is connected to Hispanic culture and relate to their history. Within the Caucasian background, I have students coming from Italy, Russia, and many other European countries.

Health considerations are not important in this class and there are no students that have specific health concerns that will influence me as a teacher.

specific student has a health consideration, there may be activities that I choose to avoid and not have students participate in. If there are some students that can't do some physical activity, I would not have physical activity as a big part of my instruction. I would also not bring something into my classroom that a student was allergic to so they don't have a reaction.

By knowing students' cultural background, I may adjust instruction to incorporate fun information or points that go along with that culture. I may also choose to leave a specific topic out of discussion if it brings bad feelings for a student. If I know a student comes from a cultural background that has been put into dangerous situations from tragedy like genocide, I would plan my instruction accordingly so that I do not offend or hurt the student's feelings.

Having my students not affected by health concerns means that I have the ability to bring in materials, activities, and outside resources without concern that it may harm or hurt my students. I can create active lessons that will not interfere with student's health. I also do not need to be concerned with the idea of having people with allergic reactions.

Interests and aspirations

Provide a general description of what you learned about students' interests and aspirations.	Describe how you will use this information in planning academic instruction in your selected subject matter.
I would like to know what my students are interested in and what parts of history do they find the most interesting. I would also like to know what they want to do in life and what aspirations they have as they grow older. Other	I will use this information to help instruction by bringing in some of the personal interests into my lessons. If I know a specific student likes music, I could bring music in related to the era or topic we are talking about. This

<p>information that I would want to find out is activities that they are involved in during the year and what interests do they have outside of the classroom.</p> <p>My students have shown that they have many different interests. Many of my students love music and try to listen to it as any possible moment. They love to listen to their rock, rap, and other types of music. My students have also shown that they love music from ancient times and enjoy listening to it as part of a lesson.</p> <p>A few of my students really love sports and participate on the sport teams at the school. He has shown excitement at any discussion we have had with sports. There are students very focused on the sports in school and professional teams and it creates a great place to have conversation and draw into lessons.</p>	<p>allows them to get excited about a part of the lesson and opens up their willingness to learn and participate. It will spike their interest in the subject and create a more engaging lesson.</p> <p>This information will also inform my instruction by allowing students to have a say in their projects that they create. If I can allow them to pick a topic that will interesting them, it will create more intrinsic motivation for the student and they will be more willing to work on their projects and do well on them. Students will find it more interesting and will find it more relevant because it is something they like and want to learn more about.</p>
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Developmental Factors That May Influence Instruction.

Directions:

Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class. Indicate how you will use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter.

Physical Development

<p>Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.</p>	<p>How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?</p>
<p>Physically, my class is average and has no problems with the development. At this stage, most students reach physical maturity. Height and a balanced weight are set during this time as well. Within my class, many of the students are at the healthy stage and do not have problems.</p>	<p>In order to allow student and support them in class, it is important to know what development stages my students are at and what the implications of the stages are. I need to know the implications that come with the stages as a way to direct my lesson and provide the opportunity to let my students grow. These implications will influence and impact the way I teach as a way to meet the students at their ability level and the expectations of the development stage.</p> <p>This information is important to know and</p>

	<p>understand as a way to give students their full ability to develop in this stage. Because puberty is reached during this time, students have the ability to master their emotions and create deeper thinking and answer the harder questions. This means that my lessons should have higher level thinking and develop an ability to have students go beyond the basic information and connection history to context of today.</p>
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Social Development

<p>Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.</p>	<p>How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?</p>
<p>Student development plays a huge role in their ability to achieve success in school. It is important to understand where the student is at socially to have them achieve in academics. If students are at the proper development then it provides the opportunity to explore and retain the whole education process. In order to allow student and support them in class, it is important to know what development stages my students are at and what the implications of the stages are. I want to know how the specific stages will impact my students as learners and what strategies I can use in my classroom to make my students better learners. These implications will influence and impact the way I teach as a way to meet the students at their ability level and the expectations of the development stage.</p> <p>Socially, some factors that influence instruction for these students at this stage is the fact that their social ability in developing communication with peers and adults. At this stage in development, students are gaining more awareness of peers and their desire to socialize and be accepted by others. Students are gaining a bigger fear of rejections and have a desire to want many opportunities to gain</p>	<p>These implications will influence and impact the way I teach as a way to meet the students at their ability level and the expectations of the development stage.</p> <p>This is important to know as a way to influence my instruction in the fact that I should create and allow opportunity for students to interact with their peers and develop communication further.</p> <p>Within their social development, students are trying to figure out their own identity and their ability to gain their own opinions on a subject matter. This means that in the class I should make lessons and instruction that will refine students’ moral awareness through debate and encourage development to their own questions and carry their own ideas/opinion through to conclusion.</p>

individual identities.	
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Emotional Development

Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.	How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?
<p>Emotionally, students at their age are in the stage of self-awareness vs. diffusion. Individual roles are being created within families, peer groups, and the outside world. Students at this stage have an increased fear of rejections and lack of acceptance. Emotionally, students at this age have a lack of control over their reactions and sometimes may act out without concern or understanding.</p>	<p>If students are at the proper development then it provides the opportunity to explore and retain the whole education process.</p> <p>In order to allow student and support them in class, it is important to know what development stages my students are at and what the implications of the stages are. I need to know the implications that come with the stages as a way to direct my lesson and provide the opportunity to let my students grow. I want to know how the specific stages will impact my students as learners and what strategies I can use in my classroom to make my students better and meet them at the level they are at. These implications will influence and impact the way I teach by creating guidelines with appropriate material and an understanding of what the students can or cannot handle.</p>

C. Focus Students

Directions:

Select two students from the class you just described above. Select one student who is an English learner and one student who presents a different instructional challenge. Consider your selected content area when describing what you learned about the two focus students. In the boxed areas below, provide:

- a description of what you learned about each of the students
- an explanation of how the information will influence your academic instructional planning, including assessment.

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

Student 1: An English Learner

Gender: Male _____

Age: 15 _____

1. Why did you select this student?

I selected this student because he was a student that I had access to and was able to spend time finding out information.

2. What did you learn about this student's linguistic background?

From studying the student and looking into records from the school, I have learned that he comes from a Spanish speaking background. His family only speaks Spanish at home. He has an average to above proficiency level in English, but has tested to be an English Learner.

This will be an important factor in my academic instruction because it needs to provide support for this student. My instruction needs to provide lots of strategies that will help him understand the language and content during my lessons. Because this student is an English learner, my instruction needs to be clear and explained in a way that is easy to understand and follow. His instruction may provide additional context on topics, words, or phrases that he does not understand. I will also plan what activities I may need to scaffold in order for him to complete the activities and have them be useful. Scaffolding may include such strategies like sentence starters, answering main ideas only, allowing shorter answers or bullet points instead of full sentences.

3. What did you learn about this student's academic language abilities related to this subject matter?

Based on his scores and his quick test, this student has scored at a basic level and has low academic language ability. He has had trouble with understanding the definition and the proper use of the terms. During discussion, he uses basic vocabulary to explain and develop his thoughts and answers.

This information will help direct my instructional planning by proving his ability to converse well in an academic setting. It means that my instruction may need to focus on academic vocabulary because he does not have the ability or knowledge of the language and vocabulary. It is important to know that he does not have the ability to use proper discourse so my instruction can advance and take him to the next level, and I am not just wasting time on things that he already knows.

4. What did you learn about this student's content knowledge and skills in this subject matter?

This student presents a very basic understanding of the content knowledge and skills of the subject matter. There are many areas that need to be reviewed and provide content/background so that my content can be understood and developed. He is missing important information that will create challenges as the course proceeds.

This directs my instruction because it means that I will have to give lots of background detail and provide explanation in detail so he will understand where my content is coming from and where in history it falls. Vocabulary will need to be explained and main points in history need to be reviewed in order to advance his knowledge of the content and subject matter. My instruction may need to include chances for review and extra time on specific areas.

All my lessons need to have clarity and direction so that this student can understand the content and relate it to the main objectives. By creating and delivering clear, understandable content with extra detail and background information, this student will gain a better development of the content knowledge from this subject area and class and will be able to achieve a higher level of mastery and understanding.

5. What did you learn about this student’s physical, social, and emotional development relevant to this academic content area?

As a 15 year old male, this student has developed at the normal expectation and has no developmental problems to hinder his academic success in the course. Physically and emotional he is at the predicted stage or development. After some observation, this student seems to be a quieter student and does not communicate much with other peers besides those close to him.

This will influence my instruction planning by provide a guideline of activities that will support the students at the stages he is in and help them develop and move to the next stage. I can also use the fact that he seems less social than others, and adapt my instruction to encourage him to communicate with others and set up group and partner discussion during my instruction to help him become more comfortable socializing with others.

6. What did you learn about this student’s cultural background, including family and home, relevant to this academic content area?

This student comes from a Mexican background and has a Spanish speaking family at home. This information will help plan my instruction by allowing me to possibly incorporate some of his cultural as a way to get him involved and curious about the content. It will also imply that I may need to provide time for support and help if there is a language barrier. The student may not have the extra help on homework from parents because the parents do not understand the language and what the homework is.

7. What did you learn about this student’s special considerations, including health issues, relevant to this academic content area?

Besides being an English learner, there are no other special considerations that are a factor for this student. There are no health issues that he is facing and there seems to be no trouble as a student. This will play a factor in my instructional planning on the basis of the inclusion of English language learner strategies. As an English learner, he will need special attention with the language and may need SDAIE strategies to support him with the content. Some examples of these strategies would be to involve visuals, clear and understandable communication, repetition of vocabulary in many different ways, and the

opportunity to scaffold assignments by creating structures of sentence frames to help guide the student.

8. What did you learn about this student's interests and aspirations related to this academic content area?

This student has a huge interest in music. After providing a student interest survey, he has communicated how important music is in his life. Based on my observation, I can see him always listening to his music in the passing periods and during other acceptable times. Any chance he has the opportunity to talk about music and bring it into class, he does.

The best way that this can inform my instruction and help guide my lessons is to gain his interest by incorporating music within my content and create lessons that will focus on music of the time

9. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities, etc.).

This student has a trouble with attendance and has been brought to the office based on the number of absent classes he has. He has trouble getting to class on time when he does come and always arrives late and in the middle of instruction.

This will be a factor within my instruction because it will directly relate to how much content and understanding he has of the information and how well he will reach the objectives. Because he misses content, this will mean that he misses important detail and misses content that will direct and connect with content of later lessons. Not only will my instruction need time for review and repetition of the main ideas and information, but my instruction will need to provide an opportunity for this student to learn the material that is missing from his poor attendance.

Student 2: A Student Who Presents A Different Instructional Challenge

Gender: Female _____

Age: 16 _____

1. Why did you select this student?

I selected this student because she presented a different instructional challenge from my first focus student.

2. How is the instructional challenge that he or she presents different from that of the other student?

This student has an attention disability and is not an English learner. The other student that I have learned about is an English learner and does not have a learning disability.

3. What did you learn about this student's linguistic background?

She is an English speaker and comes from a home that speaks English as their first language. This will influence instruction by allowing me to speak the language without

concern that she will not understand what I am saying. It allows me room to develop other parts of my instruction that can advance her education more than if I had to spend time working with a language barrier.

4. What did you learn about this student’s academic language abilities related to this subject matter?

Based on the Running Record, this student has reached lower than grade level academic language abilities. When expressing ideas and thoughts, she has a basic understanding of the vocabulary and demonstrates the ability to use academic discourse in a minimal.

From knowing this information, I can plan my instruction accordingly and develop activities that will advance her academic language in the areas that she may need help on and not focus on the basics that she already knows. Because she has a lower ability in this area, I can plan instruction that takes it beyond the knowledge that she already knows and give her new skills to make that academic discourse come to a higher level than she is at. I can use instruction that keeps her using the proper academic language and not allow her to use a lower level of the language.

5. What did you learn about this student’s content knowledge and skills in this subject matter?

Based off of tests, observations, class discussion, and student work, this student has shown an average level of content knowledge in this subject matter. This focus student is able to explain and remember some content from past classes that help support content from this lesson. She has some knowledge of the subject matter and has the ability to recall prior information and relate it to the content in this course.

6. What did you learn about this student’s physical, social, and emotional development relevant to this academic content area?

Her physical, social, and emotional developments are at appropriate stages for her age. She has the ability to converse with peers and teachers with ease and does not overreact when upset or emotional. Knowing that she is at proper developmental stages, I am able to use this to plan instruction that is appropriate for her level. As a girl in 10th grade, she will need the ability to grow and explore. My instruction should provide opportunity to allow her to find her unique identity and encourage many peer interactions.

7. What did you learn about this student’s cultural background, including family and home, relevant to this academic content area?

This focus student comes from a split home and spends time between both parents. Both parents are born and raised in the United States and her culture is of American descent. This is important for my instruction because it means that I should provide and create opportunity and time for students to finish assignments and use any materials that they may need. Because this student has to split time between homes, there may be difficulty in having supplies at both homes and she may need the opportunity to finish activities in class or during school time.

8. What did you learn about this student's special considerations, including health issues, relevant to this academic content area?

An important thing for this student is her ADD. She does not have a 504 plan set up, but needs extra support in order to help support her in academics. Besides this attention disorder, she does not have any other special considerations. She has no health issues that would be a factor affecting her performance and ability in school.

ADD will play a big influence in the way that I plan my academic instruction because it will cause specific challenges with the learning process for this student. My instruction will need to provide time for repetition and the ability to hear the content a number of times and in a number of ways so she can absorb the information and put it to memory.

The academic instruction will also be influenced by ADD in the way that I do activities. Because she will have trouble focusing, I need to provide many different activities during my instruction and make sure to not stay on one thing too long. I do not want to have her lose focus, so I will need to make sure my instruction creates opportunity to move around, speak, watch, listen, and use your hands if at all possible. This will provide a good environment that will engage many parts of the body and keep her on track.

9. What did you learn about this student's interests and aspirations related to this academic content area?

After spending time observing and communicating with this student, I have found that she is interested in basketball, music, and finds the French Revolution interesting. Although this lesson does not involve the French Revolution, it informs my past instruction when I taught the French Revolution. I gained her interest by creating activities and involvement while learning about the French Revolution and allowed her to keep her excitement about the time alive. My instruction can focus more time on this subject that will help bring connection and development for other content.

10. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities, and so on).

As a way to help her learn, she expressed the need for repetition to be able to remember and understand information. She also is involved in sports at the school and has good attendance. She is a good student and tries to work with her ADD to do well in class.

This will influence my academic planning because I will need to plan for time and focus. Because she is involved in other activities outside of school, this will take some time away from academics and may create challenges. I should plan instruction that will allow her to take the time after school and not have so much outside work that will take a lot of her time.

Attendance is not a problem for this student. She is usually in class and this means that she does not miss much content from the class. From this, I can continue to proceed with my instruction at a good pace and do not need to worry about her falling behind from missing too many classes. I am able to plan instruction that will keep moving forward and keep progress because she is present in class.

Step 2: Learning Environment and Academic Instructional Planning for the Whole Class

A. Information about the Learning Environment

Directions:

Consider what you learned about your students in Step 1. Respond to the prompts below about the learning environment. For each response include:

- a description of what you do to establish and/or maintain an effective environment for learning
- a rationale for why the decisions are appropriate for the class.

1. In what ways do you establish and maintain a positive climate for learning?

In order to maintain a positive climate for learning for my students, I make sure that I not only provide academic develop where the students look, but I also maintain a positive and professional discourse with my students. I make sure to keep my relationships that encourage my students and use specific language that maintain high expectations for all my students.

For example, the walls are covered with academic posters and positive encouragement. Student work is hanging up on the walls to show the hard work that students do during the term and allow them to be proud of all they do. By having the work up on the walls, the students can see that I am proud of their hard work and it encourages other students to work hard and be proud of their own work that everyone will see as it is on display. I also make sure to maintain the relationships with my students by greeting them at the door and having individual conversations with them during the passing period.

This is a good routine to have with my students because it allows them to feel the individual support from the teacher and many of these students do not hear/have that enough. These students need to be encouraged by their own work and understand that they are not working for nothing. They like purpose and direction with their education, and showing that their work is appreciated makes these students work hard and be proud about what they do.

2. In what ways do you establish and maintain rapport with all students and their families?

One of the main ways that I maintain rapport with students and their families is to maintain and manage a website that they can contact me by and keep up to date with information related to the class. On this website, all my homework, grades, and other important information is posted as a way to make sure students and family know about my course and what is coming up. I also have email communication and phone calls with my students' parents and make sure to give positive comments and concerns. By providing both, it allows the parents and students to see that I care and spend the time to take interest in the student's success.

I also make sure that when I communicate with my students and their parents, I communicate in their language that is most familiar and comfortable. Many of my students, and their families, speak Spanish and needs to have the ability to read my comments in their own language and understand what I am saying.

This is great for this class because the students all need extra support and guidance that will encourage them to stay current on their grades and take responsibility for their own education. These steps that I take will also help encourage parent involvement by giving them many ways and opportunities to support their students and to communicate with me if necessary. By communicating in Spanish, the parents gain a better understanding and have the ability to know what is happening in my class and can feel comfortable to communicate with me if they need help or have concerns.

3. In what ways do you encourage students to take responsibility for their own learning and to work responsibly with others and independently?

In order to make sure that students take responsibility for their own learning and work responsibly, I provide students with the opportunity to decide if they turn homework in or not. I explain to the students how much each project, grade, and other assignments are worth and how the grades are divided and what is needed in order to pass the class. It is up to them to stay up to date on the website and make sure they know all the assignments. I give them a reminder, but then leave it up to them to turn it in to get the credit.

I encourage students to work responsibly with others by creating projects and assignments that make them accountable for their own learning and for their group learning as a whole. For example, when students are in group work, not only does each student have a specific role assigned to them to keep them on track, they also have a worksheet and information to fill out as a way to keep them accountable for their work. Each person has to fill out the worksheet and understand the content that they are creating.

4. In what ways do you establish clear expectations for academic and social behavior and respond to behavior that does not meet those expectations?

In my class, I make sure to have a daily routine written on the board that shows the whole agenda for the day. I start with an opening activity where students settle in and get right to work answering or writing about a questions that I ask. I begin the class with this activity because it allows the students to settle in and allows them to know exactly what is going to happen when class starts. It creates a clear expectation for the students and allows structure and order within the class right at the start. This is good for this class because it allows these students have a balance and structure that they may miss in other parts of life. It also gets them to settle into class and not leave them in chaos. As soon as they walk in, they know what to do and what to get started on.

I have my expectations written on a syllabus that I went over it detail when the class started, and I take the time to review them so that the students know and remember the expectations and behaviors that are appropriate for class. I also have some signs and rules on the walls that will help remind the students what is acceptable and what is not. This helps this class because it provides a guideline and reminders that the students can see and look at daily. This creates boundaries and helps direct them with all my expectations that I have for the class. This class

needs a lot of direction and a lot of reminders, and providing a place that they can review and see allows them more of an opportunity to act correctly.

When students do not act or behavior with my expectations I make sure to take steps and correct the behavior or actions quickly and respectfully. I have a procedure that I follow in order to provide grace, respect, enforcement, and correction to inappropriate behavior. My first step is to warn the student and give them the chance to correct their behavior on their own. This is good for this class because it shows them that I respect them and that I trust them enough to act appropriately. If I allow them the chance to correct their action they feel more in control of their own actions and decisions. This grows relationships and respect for the whole class.

After the warning, I have an individual, private, conversation with the student to correct the behavior and have them change their actions. If it is something that relates to a cellphone or other technological distraction, I would take this time and either take the phone away quietly or ask them to put it away and not take it out again. This is good for the class because, again, it creates choices and it shows that I respect them.

5. Discuss the classroom routines and procedures that you use, including how you establish and maintain them.

There are a few main procedures and routines that stay constant in my class and create structure and order. In order to establish and maintain these procedures, I make sure to stay constant and consistent.

To start, I have an opening activity where students come in when class starts and get right to work on answering the activity or writing on the prompt that is shown on the front screen. These activities can involve a review activity from the last class, as a way to refresh their memory and check for their understanding another way. This activity can also be a way to gain interest for the day's lesson and starts to create the groundwork for what will be ahead in the instruction.

As a way to continue this check for understanding and monitoring of the students, I end the class with an "exit ticket". This is an activity where I make the students review and answer questions that cover the main ideas of the lesson. Each student hands me this activity at the end of class as a way to leave for their next period. It provides me the chance to see what information they achieved from the lesson.

Another procedure that I have established in this class involves what students do as a way to turn in homework. As a way to save time and energy, students know to pass the homework up to the front of the row and then all the way over to the left of the class. This was established from the beginning of my class, I demonstrated and explained it when students turned in their first assignment and then made sure to repeat the expectations for a couple times after in order to make sure students know.

When students are absent, I created a folder where students know to find their worksheets and assignments that they missed from the class before. They also know that I have created a website where they can find the assignments and descriptions of the assignments. They can

go to this website and always be up to date on the class information and everything they need to know. I make sure to maintain this website by always updating it and keeping students on track. I established these procedures by explaining, demonstrating, and showing the steps and routine to the class. In the first week of school, I showed the students these procedures and where they can be found.

B. Information about Academic Instructional Planning

Directions:

As you begin to think about the lesson that you will present to this class of students, consider what you learned about them and what you want them to learn in the lesson. Respond to the questions below regarding your plan for instruction for the whole class.

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

X	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

2. The video is a 20 minute portion of a 90 minute lesson.

3. List the state-adopted academic content standard(s) or state-adopted framework you will address in this lesson.

The content standard is 10.5 where students analyze the causes and course of the First World War.

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

For this lesson, the academic learning goals are to understand the main reasons for the war and why the countries went to war from many different viewpoints.

5. How is (are) the academic learning goal(s) related to the state-adopted academic content standards or state-adopted framework?

These academic learning goals relate to the academic content standards because it creates the start of background information for World War One and covers, explains, and explores that standard by covering specific information needed for the standard.

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

This lesson builds on the information that students already know by adding and shows the next part of history. Students have just learned about British Imperialism and the process of independence and nationalism in areas like India and Africa. These lessons create and connect these nationalist movements and connections to the next step in history of the 1900s. It moves to the next major events of World War One to see what happens with the world powers and their desire for control and independence.

Based on earlier lessons and activities, this lesson will help support and build on to the student's ability to argue, find details, create and pull out important information from readings and other sources. Students will be able to use their past skills and build on important information and find reasons and examples about why countries joined the war and what events/reasons caused World War I.

7. How does the content of this lesson connect to the content of preceding and subsequent lessons?

This lesson is the beginning of the unit and creates the basic set up and information needed for the subsequent lessons. The content in this lesson creates the starting point for later lessons. It provides the foundation for student to learn and understand the key ideas/events for the start of the World War. This lesson explains why countries went to war and what was happening at the start of war to cause it to become the "great war". This leads the way for the next lessons by adding information to the individual countries in the war and reasons they joined. It also leads the way for lessons about what happened from the war and what was the outcome at the end of the war.

This lesson supports the preceding lessons by moving history along and explaining to students what happened after the 1800s. Students are starting to look at the 1900s after taking time learning about the 1800s and the British Empire. Students will now be able to add this information on and continue the story of history by looking at the next major phase.

8. What difficulties do you anticipate students may have with the lesson content? Why do you think these will be areas of difficulty?

During this lesson, I believe that my students will have difficulties understanding and connecting major reasons why the countries joined World War I. I anticipate that students will need extra support and direction that provides content and ideas of the major issues and major themes behind why countries went to war. Most of my students in this class have a low understanding of my content and need background and groundwork in order to advance with the information from the unit. They may have challenges with understanding why the war broke out and how it got to be a world war. They may also have a difficult time relating the idea of nationalism, imperialism, and military buildup to the reasons for war. These areas may be difficult for the students based on their prior knowledge and the fact that these concepts are ideas and are sometimes challenging to define and understand.

9. 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 made progress toward the academic learning goal(s)?

In order to test my students' knowledge and assess their progress towards the learning goals I will create a number of formative assessments to make sure I have enough evidence to collect and properly judge where my students are at.

I will not only create formative checks from my lesson, by created a review game, but I will also collect a summative check at the end of the lesson that will have students answer a

question that will relate to the major objective of the lesson. If students are able to answer this question at the end of the lesson, then I know that they understand the lesson and I can move to the next part of the content.

10. 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**
- **Monitoring of student learning**

Instructional Plan	Rationale
<p>To start, the academic learning goals will be communicated to the students by writing them on the board daily. There will be a daily agenda that will explain what the lesson will be about, the objective of the lesson, and also the homework that will be assigned. I will also make sure that the students hear me explain the purpose of the lesson and what they will be learning about.</p>	<p>This is appropriate for the students because it provides a space where they know to look in order to find the daily agenda and it is in a spot that all students can see and read. The board is big enough to cover all the information needed and to provide a good outline of the objective, homework, and any additional information that I need to communicate to the students.</p>
<p>My instruction will start with an opening activity where students will brainstorm individually and with their partner the idea of the 20th c. Students were asked to write down what they think about when they think about the 20th c. After they had some time to think and discuss major ideas or events of the century, we created a diagram with ideas and events. The grouping in this activity was simple and quick so that students could quickly discuss. I had the student talk with their “elbow partner”, meaning the student right next to them.</p>	<p>Students will start with a brainstorming activity in order for me to assess their basic understanding and knowledge of the topics we are going to explore in the lesson and the whole unit. This allows students to socially interact with peers and also start to think about the 20th c. and what is important about it. They can explore main events, ideas, and concepts that they think about when they think about the 20th c. This provides an opportunity for them to create an outline and directs their thinking for the unit.</p>
<p>Next, we broke this activity up into major themes and vocabulary so that student can understand and start to define and clarify the vocabulary needed in order to advance their development and their understanding for the rest of the unit. We started to define their ideas</p>	<p>The activity was broken up as a class into major themes and concepts in order to get students familiar with the vocabulary and gain an understanding of major ideals that took place in this century so that in the future lessons they could relate this</p>

as globalism, militarism, nationalism, and ideological conflicts. Using visuals, guided practice, and notes, students created an understanding of these major themes.

To check for their comprehension on the subject, students worked in the same partner groups as they did before to divide events into the four major themes. They had time in order to discuss, determine, and understand the major themes.

Students then moved into the note taking part of the class. The objective of the lesson was to introduce major reasons and themes countries went to war during World War I. Students started this by doing an individual reading. The reading revolved around the main reasons why countries went to war. It provided the content for the start of the war and what happened in order for the war to break out. As the students were reading this text, they were to mark the text and create a timeline of the events that caused war.

I created a “class fight” as the next part of my instruction. I had two students start to get in a fight and then slowly pulled up different students for different reasons. They slowly started to take side in the fight and started to understand how this small fight turned into the whole class fight. I made sure to point out that the rest of the students did not really have an argument or problem with the original students, but joined for their personal reasons. I then related this to the idea that World War I started with a small war and then different countries joined for many different reasons.

After the simulation, students took notes on the four major themes/reasons why countries joined the war. These reasons were: nationalism, militarism, imperialism, and alliances. This was done by individual notes with additional pictures and examples to help support the students and their understanding of the key terms.

concepts with the events and understand reasons behind the events and how it happened.

I created the check for comprehension with the help of my cooperating teacher. She helped monitor the students and helped assess their full understanding of the concepts by checking in with some groups and seeing what ones they got right and wrong. This activity is good for my students because it creates accountability to just have partners. That way both students have to do something and need to take responsibility to work and finish the activity.

Students then took the time to read the article because it provided a simple, clear, and short summary of why the war actually started. It gave students the basic understanding. It helps give those learners who like to read and write down the information a better guidance. It allows them to see the beginning of war without having to try to listen and take notes. It was also a very easy to understand article and provided a good background to the assassination of Archduke.

The class fight was created to get students to understand how something small can change into something big and start to involve a whole class or country. Students were able to get up and move, get physically involved, relate a concept to real life, and understand the idea in a different kind of way. It was an activity that students could have fun with and enjoy. It created a perspective for the students that they could not receive from notes, reading, or lecture.

Students took individual notes after the simulation because it was important that each student had a specific definition of each term so they could study and review

To check for understanding, I did a review game that required students to define the terms and help explain these concepts to other students. This was done as a whole class activity and involved student participation based on their desire to volunteer and add to the discussion.

Then student went into groups of four based on a random assignment of a specific country and started to work together to research the country's reasons to go to war and created a poster to present to the class. This activity was only barely started and continues to the next lesson.

There were different types of technology used during this lesson. I used a document camera to have students follow some notes and key ideas that I wanted them to write down. I also used a smart board and screen to show a few maps during my instruction. I used the smart board to show the land during World War I and where the Balkans were located. I also provided students with poster paper, coloring supplies, and textbooks for research and information gathering.

The last activity I did in the class to wrap up the lesson and bring students back together was to create an "exit", or ending, activity. This is where students were asked to define and explain nationalism, militarism, imperialism, and alliances. In this activity, students were also asked to give an example of one of the themes if they could. They did not receive fewer points if they could not provide an example.

for later. I created pictures and extra visuals to support the students who need that to connect concepts together and gain a better/deeper understanding.

The review game was based on whole class participation because it was a way to assess the class in reaching the objective and understanding the academic learning goals. I did not want students to feel pressure to answer if it was something uncomfortable for them. By creating the whole class review game, I could easily see what students knew the information and what students need more help. This also gave students a chance to understand the information and hear it in another way. Students get to review another time because of this game.

By incorporating different types of technology, students feel advanced and modern. Having different images, technology, and materials for the students provides them the ability to do the activity. It also creates the opportunity for students to see information in different forms. I supplied the materials to start the posers because some students don't have those materials and need the extra support in order to be able to complete the activity.

The last activity was an important step for assessment and was individual so I could see exactly what each student was able to remember and how well they reached the objective for the lesson. I did not provide extra points for the example because that was merely to push their thinking and see if they could predict events during the war that would follow along in these themes. At this point, the students have only a small understanding of the reasons for war and would not be able to answer this part of the assignment well.

11. Discuss the specific classroom routines and procedures you will use in this lesson to maximize instructional time.

In order to maximize instructional time and make sure the students are achieving the academic learning goals, I start the class out with an opening activity that is on the board as they come to the class. The students know that the activity needs to be started right as the bell rings and it makes them get focused and settled before I start the lesson. This provides the students with a good time for review, brainstorming, or academic conversation and creates a way for the students to start to think about content that will be covered in the lesson.

The next routine in my class is for turning in homework and other work that is needed from the day before. As students work on their opening activity, they know that they must turn in their homework in a folder at the front of the class. This saves me time from needing to collect it during instruction or for students to interrupt the lesson and turn it in during the lecture.

At the end of the class, I have an ending activity that students need to fill out in order to leave the classroom. Students have become familiar with this routine and know that they cannot put away their notes or other materials until the final activity is turned in. This means that students do not end class earlier and they do not distract other students by packing up their materials before I am done talking. It creates a good environment where students respect me and the time of the class. It also saves time by making sure they go until the last minute and that they know they have to be focused for the whole time.

12. In what ways will you ensure the active and equitable participation of all students during the lesson?

In order to make sure that all students are participating in the lesson and being held accountable for their own work in the class, I have a game and list of what students have participated and what students I can call on to answer a question.

The game that I created to make sure students are participating in the lesson is a review game in which I pass a ball around the room to many different students and they have to answer the question. I make sure that students do not pass it to a student that has already answered a question. This allows many different students to participate and also makes sure that they are paying attention, because they do not know who will be called on and who will get the ball. By creating the rule of not passing it to the same person, each student knows that they must understand and try to answer the question because they may be called on.

During this lesson, I also made sure to end with a closing activity where every student had to answer a question and turn it in to me before they were able to leave the class. This makes each student accountable for their own work and makes sure that each student does their own work and listens during the lesson to get credit for the final activity.

13. Given the difficulties you anticipate students may have with the content, what additional steps might you take to foster access and comprehension for the students?

I will help foster student comprehension on the difficulties that I anticipate by creating repetition, review, and additional explanation for complicated vocabulary. In order to help guide students' learning, I will allow students to brainstorm, explore, and create a definition of the major terms for the lesson/unit.

For example, as we went through defining the major terms, I created a definition for students to write down. I explained it out loud so the students could hear the definition and I also provided examples and images later in the class to check for understanding and comprehension. As I way to check for understanding and assess where my students are at with the learning the objectives, I did a review game to see what definitions the students have learned. I also created a fun game to show that a small fight can turn into a big fight with no student really understanding why they were involved. This will help have students relate their own life situations to the idea that World War I was created by many alliances, secret motives, and hidden reasons.

14. In what ways will you share the results of the instruction with students and/or families?

In order to share the results of the instruction and my lesson with both the students and the families, I have an online database that gives all the details of grades and assignments for each student. The students and parents can both sign on to this website and check the status of their grade and where they are at with my content and class. I give students feedback and comments on this website so they know where their grade comes from and why they are graded the way they are.

I also will share the results of the instruction by returning the assignments to the students so that they can have the hardcopy of the assignment and their grade and have the ability to give it to their parents so they can also see the results. This will help with the families that don't have internet access. This way they have the opportunity to receive the feedback in a few different ways.

Step 3: Lesson Adaptations for the Two Focus Students

Directions:

Consider what you have learned about the two focus students in Step 1, and the implications for instruction that you identified for each of them. For the two students, determine what adaptations you will make to this lesson 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 instruction, explain that decision.

A. Adaptation for Student 1: An English Learner

1. What adaptations to the instructional plan will you make for the student?

In order to help this student succeed and do well in my class, I will make sure to use specific SADIE strategies that will help advance understanding and comprehension. For

example, in my lesson I create guided notes as my students start to understand and look at reasons for World War I and why each country went to war. As a way to support this student, I created an overhead that will help show what needs to be on the notes and the main points of the content. This provides the student with the ability to see and understand the objectives and gives them the idea of what their notes should look like. By providing structure and starters, it helps guide this English learner through the language and helps develop his skills more.

The next part of the lesson plan that I adapted for the student is during the start of class. I started the class by brainstorming important events of World War I. I asked students to write down any events they thought of when they thought of the World War I. In order to help this student and make him feel comfortable in this class, I changed the instructions for him and allowed him to discuss with a partner as he wrote down some ideas. I also changed the notes and gave guidelines or suggestions that would help spark his memory or create a basic idea of what World War I was about. Because he is an English learner, he may be missing an idea of vocabulary and information to help create ideas and images of World War I.

I also adapted my instruction, by making specific definitions and examples for important vocabulary that will be needed for the unit. For example, when defining nationalism, globalism, militarism, and alliances I made sure to provide an easy to understand definition that would help define each unknown word for the student and I also created visuals and examples that would help enhance and develop better understanding for the student.

During my class review activity, I adapted this for the student by not forcing them to participate in the orally part of the review. As the ball was tossed around the class, I directed it away from the student unless his hand was raised. This was adapted for him because as an English learner, this may create anxiety and cause him to feel unsafe in the classroom. I allowed him to decide on his own if he wanted to volunteer or not.

One of the other main adaptations I made was the closing activity. As a way to assess my student's learning for the lesson, I created a closing writing activity where students needed to explain and provide an example of the major themes/reasons for countries joining the war. For this student, I created a starter to direct him and guide his answer and writing structure. I wrote down the main reasons on an overhead so that this student could be reminded of the vocabulary and what the main reasons were that I was looking for.

2. Why are these adaptations appropriate for the student?

These adaptations are appropriate for the student because it supports his English development and follows specific skills from SADIE that have helped guide English learners to success. By creating visuals, structure, sentence starters, specific definitions, easy to understand words, and a clear direction this student has the ability and opportunity to hear and understand content in many different forms and creates ways that this student can memorize and connect content and vocabulary.

3. For the part(s) of the plan for instruction that you are not adapting, why are they appropriate for the student as planned?

The parts that are not adapted for this student are appropriate because it applies not only a way for the student to hear the information in many different ways and creates repetition to hear facts many different ways, but the other activities are important for the student to participate in because it allows for me to assess his ability to understand the objectives. It is also appropriate because the vocabulary, information, and the activities are all within the student's ability to understand and participate in. The group work is appropriate because it allows the student to interact with other students and helps support them through the English language. Because the group work doesn't force the student to present in front of the whole class, it allows the student to feel comfortable and allows the student to ask for help from a small group if he needs it.

B. Adaptation for Student 2: A Student Who Presents A Different Instructional Challenge

1. What adaptations to the instructional plan will you make for the student?

This student has a challenge with paying attention and focusing in class. Because of her challenge, I have decided to keep her in the front of the class and near me so that she can focus and try to understand information and the content for the lesson.

I also adapted my instruction with my beginning activity, by allow this student with many types of repetition and visuals so she can understand it in many ways. I also brought her up in the "class fight" activity from the video so that she could be active and get a chance to move and get some of her energy out.

2. Why are these adaptations appropriate for the student?

These adaptations are appropriate for my student because it allows her the scaffolding and skills that she needs. Because she is in the front of the class, this helps her stay focused and not as distracted with students around her. Being in the front gives her the ability to see the board and keeps her close to me so that she won't talk with others.

3. For the part(s) of the plan for instruction that you are not adapting, why are they appropriate for the student as planned?

The reason I am not adapting other parts of the instruction for this student is because this has been designed and adapted in order to fit her needs and requirements. My student is capable and has the ability to do all other assignments as is. Each assignment already provides many different ways to review information, use multiple sources of presenting the information so that students can learn from many different activities, and is appropriate for her skill level and ability. The other activities are required for the student so that I may appropriately assess her ability at reaching the objectives and acquiring more content skills during the instruction.

Step 4: Teaching and Video Recording the Lesson: Whole Class, including Two Focus Students

Directions:

Make a twenty-minute video of you teaching the lesson to this class of students.

Before beginning the lesson, review chapter 7 of the Candidate Handbook. Check to make sure you have permission slips for any student and/or adult who will be visible on the video. Students who do not have permission to be videoed may participate in the lesson off-camera.

Provide a succinct description of your teaching context; include what you believe would be helpful for assessors to know when viewing the video. Consider including details of any state or district mandates that may shape your teaching (e.g., required curricula, standardized tests, pacing, texts). You might also include information regarding the degree to which you have access to current technologies.

This video shows a 20 minute clip of a 90 minute lesson that was designed and delivered in order to teach students about World War I and cover the state standard of 10.5 where students analyze the causes and course of the First World War. This is a standard required by the state of California and needs to be covered during sophomore year of high school. When I recorded this video, students had returned from their Spring Break and had time to refocus and get back into the idea of school and classes.

The students received a minimal amount of prior information about World War I and many did not know background about the content. My video is showing a part of a lesson that is at the beginning of the unit. This video is recorded during the middle of the lesson and provides a look at how students learn major themes/reason for why the war started. The objective for this lesson was to have students understand and define the four terms of: nationalism, militarism, imperialism, and allies. They were to gain an understanding of why these four themes created the countries to go to war. Students go on, after the video, to work in groups and explore specific reasons for each countries involvement in the war. They create presentations for the next class period. These presentations will connect the four themes with specific examples and reasons to that the students can understand and connect the two lessons together.

Before this clip, students explored major events and ideas of the 20th c. as a way to direct their thinking and focus them in to the major changes of the 20th c. and how development changed the world's actions. They started to gain background and understanding of the century and the development of the war and future events that were going to happen during this war.

My classroom is well equipped with technology and has the ability to use a document camera, smart board, and the ability to connect to the iPad and mirror it on the smart board. My students tend to get easily distracted with lots of technology and because of this I use technology only with academic purpose and try to also involve different ways to present

information besides video or notes. I like to create simulations so students can get up and get physical movement. During the video, you will see the use of the document camera for notes, but after the clip I also use the smart board as a way to help all the students’ review and allow them to brainstorm examples for nationalism, imperialism, militarism, and allies. Students get to brainstorm and create a fun list on the smart board to add to their final assessment “exit ticket”.

Attach a simple floor plan of your classroom at the back of your completed response.

FLOOR PLAN:

Step 5: Analyzing the Lesson

Directions:

Review the video of this lesson and consider all the assessment responses. Select three responses of students other than your two focus students 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. Answer the questions below.

1. Did you teach this lesson as planned? If not, what changes did you make to the lesson and why?

This lesson was taught as planned and followed each step of instruction during the whole lesson. It was started with an opening activity, a “do-now”, where students brainstormed and prepared for the lesson to come. It then went to notes and presentation of the major reasons and themes behind World War I. I guided students through the found major themes that I hoped to cover and then set up a review game in order to make sure student heard and reviews the main ideas a couple of times.

The next part of my lesson was followed at planned as well when I created a “war” in the class in order to get students up and active and understand how a small problem could be turned into a huge war. After this simulation, I then continued with my instruction and started to discuss and guide students with major, specific, reasons why each country went to war.

2. How appropriate were your time allocations for the students, the content, and the planned instructional strategies and student activities? Cite specific examples.

Based on the reviewing of my video and reflecting on the lesson, I believe that my time allocations were semi-appropriate for the content and the students because some activities created student to become bored and distracted, meaning that there needs to be a quicker transition between activities so there is not as much wasted time and each minute can be used wisely. For example, during my beginning activity students became very distracted and started to create conversation that was not academic. To me, this proved that I needed to spend less time on their activity and guide students to the next activity quicker. I also needed to adapt and change the timing for when the students were doing the silent reading about the beginning of the war. After monitoring the students and seeing how unfocused they were during the reading, I realized that the students may have spent too much time on this reading because they were starting to get distracted and not do their work.

When I was discussing the concept of N.I.M.A (nationalism, imperialism, militarism, and alliances) as the main reasons behind the countries reasons for joining the war, I thought this was appropriate time allocation for the activity and the review game. Based on the verbal and formative assessment done in class, I was able to see and gain a better understanding of where the students were at with this objective and was able to assess their ability at defining and understanding these major themes. Students kept good conversation and were focused for these activities and therefore, created an appropriate amount of time for each activity.

3. To what extent did the class as a whole achieve the academic learning goals of the lesson?

The class as a whole achieved the academic learning goals for my lesson. Based on the formative and summative assessment made within my whole lesson, I was able to assess and gauge where the students were at. Based on the assessment at the end of the class period, as an “exit ticket”, and the assessment presented in this TPA, students were able to correctly define and explain the four major themes.

4. In what ways did the environment in the classroom, including climate, rapport, routines, and procedures, contribute to student learning?

Students at the high school age, especially sophomores, are very social and need support and encouragement. They are in the stage of discovering their own identity and relating to their peers. It is important to cultivate a welcoming environment, encouraging atmosphere, and positive rapport with the students.

In order to achieve this within my classroom, I made sure that the walls are covered with student work, encouraging posters, and academic ideas. This makes students feel welcomed and at home when at school. They can be proud of what they do and how much they work in my class. My rapport is always encouraging with my students. I make sure that I can laugh and enjoy my students as we work through the content. I want to make sure that students have a good time in my class and feel like they could joke along with me. This is another reason why I created the simulation of a “class fight”. The ideas were funny and made the students laugh and have a fun time during the period.

My routines and procedures help contribute to my student learning because it provides times that my students check for comprehension and assessment of reaching the learning goals. By providing an opening and closing activity, students understand what they need to learn and how well they have learned it. Having a consistent routine that the students know and are comfortable with, also allows them to have order in their lives and know what exactly they should expect in my life.

Think about the components of the lesson and the evidence of student academic learning that you see in your video. Respond for your whole class, and for each of the two focus students.

A. For the Whole Class

1. In what ways was your lesson effective and what might you do differently to improve the lesson?

A specific way that my lesson was effective was to introduce and define the four major themes of the war. Based on the review game and the summative assessment activity, I could tell that students understood the four words and how it incorporated to the beginning to the war. Providing, definition, explanation, and repetition with images and examples helped the students memorize and learn the vocabulary. I felt that this part of the instruction was very effective.

A part of my lesson that was very ineffective was the reading that I provided for the class as a summary for each country’s reasons for joining the war. Based on the video and review of the lesson, I could tell that my students did not take much away from this article. Students were unclear of the instruction and purpose for the reading and many did not even try to read the article. This would be more effective if I provided more guidelines and direction for the reading. The students had no purpose or questions to answer from the reading, and this creating confusion and lack of interest.

A more effective part of the lesson was at the end of the class, where I created an “exit ticket”, an activity that ends the class with a question they must answer to leave the class. This was very effective for the students to review and demonstrate their understanding for the learning objectives. It also was a very effective way for me to assess the students.

2. How well did the lesson connect with the students’ background and developmental information? Cite specific examples.

Based on reflection, the lesson connected well to the background and developmental information. For example, their background information was low on this content and I made sure to get students to brainstorm and understand basic details. Because students did not know much of this content, I made sure to start from the beginning and introduce the basics. I explained the vocabulary and what students should be looking for as we continue the unit. This is appropriate for their background, because they needed extra guidance and groundwork in order to understand the rest of the content. This lesson helped fill in missing knowledge.

This lesson also connected the developmental information of my students by allowing interaction and peer involvement. The “fight” simulation allowed the students to interact with each other and move around in class. I also did an activity within the class that involved group work and created social development and learning as they were reaching their academic goals. During this stage in life, students really need peer interaction and need to feel included. This was reached by the activities where they worked in groups, and had social interaction.

3. What will you do for the student(s) who did not achieve the academic learning goals?

I make sure to plan extra review activities and additional explanation for the students that do not understand the goals. For example, having an opening activity that is for review will help students see the information again and in another way. This will help them see the goals again have another opportunity to reach them.

4. What are your next steps with the class?

The next step for this class will be to advance their knowledge on World War I. Based on the assessments in class, I know that students are ready to connect the major four themes of this unit with specific examples and reason for each country. So my next lesson will be to have students learn and look into the specific reason why each major country joined the war. The majority of the students understand the vocabulary for the unit and so the next step will be to connect this vocabulary with examples and experience.

B. For Student 1: An English Learner

1. In what ways was your lesson effective and what might you do differently to improve the lesson?

A specific way that my lesson was effective was to introduce and define the four major themes of the war. Based on the review game and the summative assessment activity, I could tell that students understood the four words and how it incorporated to the beginning

to the war. Providing, definition, explanation, and repetition with images and examples helped the students memorize and learn the vocabulary. I felt that this part of the instruction was very effective.

Based on this student's English ability, I believe that the text reading was not an effective activity for this student. His language ability has caused him trouble with vocabulary and understanding content of the text. I believe that there was a lot I could improve on this activity as a way to better support this focus student and the whole class. I would adapt this activity and make it more effective by demonstrating guided reading. I would first show students how I would read the material and show them how to annotate the text; helping them to define unfamiliar vocabulary. I would also adapt this reading by providing extra questions and themes that the students should be looking for as they read; creating purpose and direction for the text.

2. How well did this lesson connect with the student's background and developmental information? Cite specific examples.

Based on reflection, the lesson connected well to the background and developmental information. For example, the level of background information was below average on this content. He had no prior information on this information and needed details and explanation. I made sure provide the basic details in this lesson in order to set up the rest of the unit. I explained the vocabulary and what students should be looking for as we continue the unit. This is appropriate for his background, because he needed extra guidance and groundwork in order to understand the rest of the content. This lesson helped fill in missing knowledge. It was able to connect to his background by laying down information that he will need in order to advance and gain additional knowledge.

This lesson also connected the developmental information of my student by allowing interaction and peer involvement. The "fight" simulation allowed the students to interact with each other and move around in class. I also did an activity within the class that involved group work and created social development and learning as they were reaching their academic goals. During this stage in life, students really need peer interaction and need to feel included. This was reached by the activities where they worked in groups, and had social interaction. This student has shown to be very social and interactive. He needs the opportunity and ability to interact with peers in a productive and educational manor.

3. To what extent did the student make progress toward the academic learning goals? Cite specific examples from the evidence of student learning that you reviewed.

This student has reached the learning goals for this lesson. I say this based on the assessment that I have done during class and the last closing activity (added at the end of the document). This student has demonstrated a full understanding of the objective and has been able to express the main points and information from the instruction.

4. What will you do for the student(s) who did not achieve the academic learning goals?

I make sure to plan extra review activities and additional explanation for the students that do not understand the goals. For example, having an opening activity that is for review will

help students see the information again and in another way. This will help them see the goals again and have another opportunity to reach them.

5. What are your next steps with this focus student?

The next step for this student is to continue the process of World War I with specific strategies that will help advance and develop English skills. I will make sure to give clear explanations, additional information and development, and opportunity to advance his English development.

Helping to support his ideas and development in this content, I will make sure to use images and visuals in order to help explain and develop his understanding of the content. I will make sure to take specific steps to define vocabulary and use skills that will show how students will use this language properly. Creating additional sentence structure and providing extra starters will be another step that I want to take in order to help this student know the language better and become well skilled.

I also want to make sure that this student gains more knowledge with the content, so my next steps with him in this way will be to continue the lessons and add more and more details and understanding to my instruction. In order to make this comprehensible for the students, I will use clear language, make sure to create different activities that involve reading, writing, listening, discussion, and much more so that this focus student can learn in a variety of ways that hear the content many different times.

6. What would be your next steps in planning to facilitate this student's English Language Development?

In order to advance his language development, I will adapt my lesson to use even more SADIE strategies and use knowledge from my classes and research to improve his English learning.

For example, I will make sure to create activities that will allow him to see, understand, and practice using vocabulary. I will make sure to create a safe environment where he can practice the language and not feel judged. In order to create this environment, I will make sure to create a low anxiety atmosphere where he does not feel pressure to verbally participate in the class individually if he does not want. Creating group participation as a way to help support him and make him feel comfortable will also make this environment safer.

I will also help facilitate this student's language development by allowing more explanation and examples on content. Adding visuals to relate the vocabulary is also a specific way that will help develop his language skills and allow him to see the vocabulary in different forms. By creating images, he will be able to relate the visual with the content and it will help his memory and understand the vocabulary and language.

C. For Student 2: A Student Who Presents A Different Instructional Challenge

1. In what ways was your lesson effective and what might you do differently to improve the lesson?

A specific way that my lesson was effective was to introduce and define the four major themes of the war. Based on the review game and the summative assessment activity, I could tell that students understood the four words and how it incorporated to the beginning to the war. Providing, definition, explanation, and repetition with images and examples helped the students memorize and learn the vocabulary. I felt that this part of the instruction was very effective.

I believe that for this student, the repetition and formative assessments were effective because it was something that this student was able to do with her skill level and was able to follow and perform well on. The assessments allowed me to see and gain a clear understanding of where the student was at and how well the achievement goals were reached. The activities were different enough that it allowed the student to be active, focused, and created variety.

The simulation that I created in class was also effective as a way to get the students to understand how a war could start and how different countries, or people, have hidden/personal reason to fight in a war. From the video and reflection, this was an activity that students enjoyed and could understand. It created a real life situation that they could relate to and connect back to history.

2. How well did the lesson connect with the student's background and developmental information? Cite specific examples.

The lesson connected well with this student's background the same way that it connected well with the background knowledge of the other focus student. Both the students have a lower amount of background information and therefore needs additional support and development of the basics. This focus student needs to gain more background knowledge and explanation in order to advance her knowledge and understanding. My lesson connected well with this by creating the foundation of vocabulary, information, and summary of the beginning of war. The vocabulary was delivered and explained so that it could be used and developed further with more lessons and content. Because there was little prior knowledge on this subject, the activities and review of the introduction allowed this student to lay some groundwork for the content that would come next.

The simulation was appropriate and connected to the developmental information of this student because it allowed social interaction and allowed her to get up and move. Because she has a hard time focusing for a long time, this activity gave her the opportunity to get up and release some energy. It was a good activity for her to use and gain a personal connection to the content.

3. To what extent did the student make progress toward the academic learning goals? Cite specific examples from the evidence of student learning that you reviewed.

This student has reached the learning goals for this lesson. I say this based on the assessment that I have done during class and the last closing activity. This student has

demonstrated a full understanding of the objective and has been able to express the main points and information from the instruction.

The assessment was a closing activity (added at the end of the document) that asked the students to define and provide an example of one of the major themes discussed in class today and related it to the start of the war. This student was able to clearing label, identify, and explain a correct answer. This shows me that this student has reached the objective of the class and has understood the learning goals for the lesson.

4. What will you do for the student(s) who did not achieve the academic learning goals?

I make sure to plan extra review activities and additional explanation for the students that do not understand the goals. For example, having an opening activity that is for review will help students see the information again and in another way. This will help them see the goals again have another opportunity to reach them.

5. What are your next steps with this focus student?

The next step for this student will to keep up the specific strategies in order to address the specific learning challenge. I will keep the student in the front of the class and make sure to use review and address the content in many different ways so that she can understand the standards.

I will also continue the work with this student and create many different activities that will help her not lose too much focus and will keep her interest for the whole period. By staying on one activity for too long, this student will have difficulty listening and paying attention during instruction. I will do this by having reading, notes, peer groups, video, images, and review games in order to make sure the information is presented many different ways with time to monitor the student and see what content is being understood.

Step 6: Reflection after Instruction

Directions:

Review your responses for Steps 1 to 5. Consider what you have learned through the Culminating Teaching Experience task about the lesson, the student learning as a result of the lesson, and your analysis of the lesson and the student learning. Answer the questions below.

1. Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons?

In order to adapt and plan for future lessons, I will take this lesson and review the amount of learning that the students reached and how well did they achieve the academic learning objectives.

After the lesson, I reviewed the process of the beginning activities, the anticipatory set, and how that created discussion and an opening for the lesson. This part of the lesson, after reflection, I would adapt and change for more efficient learning for my students. By giving

more direction or review during this activity, students will be better prepared to continue the content and create the connections from the past lessons and the rest of the lessons to follow. It would also be changed by creating an activity that would be more entertaining or thought provoking for students to be drawn in.

- 2. After reflecting upon this instructional experience, what have you learned about the need for making adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.**

After this experience, I have found how important and needed adaptations are for this class. My class as a whole is very talkative and easily distracted. They appreciate active involvement and activities that require them to move around and discuss with other students. It is very hard for them to sit in the desk and take notes. This is why, after reflecting on my lesson, it is important for me to change and adapt in order to make my lesson better.

For example, one of my students was starting to lose focus and really not care about the instruction so I made sure they were involved in the activity and not just sitting at the desk. I adapted by having them come up in the simulation and get involved and moving. This will help many students during instruction and will give opportunity to have students get active.

I also found how adaptation is important from the opening activity. The students were unable to answer the question at the start of class and that was important to know, because I had to adapt and make sure to define vocabulary more and create examples and visuals to help students understand. Because I was able to assess that the students had little prior knowledge of this subject, I had to make sure to adapt and add detail and explanation.

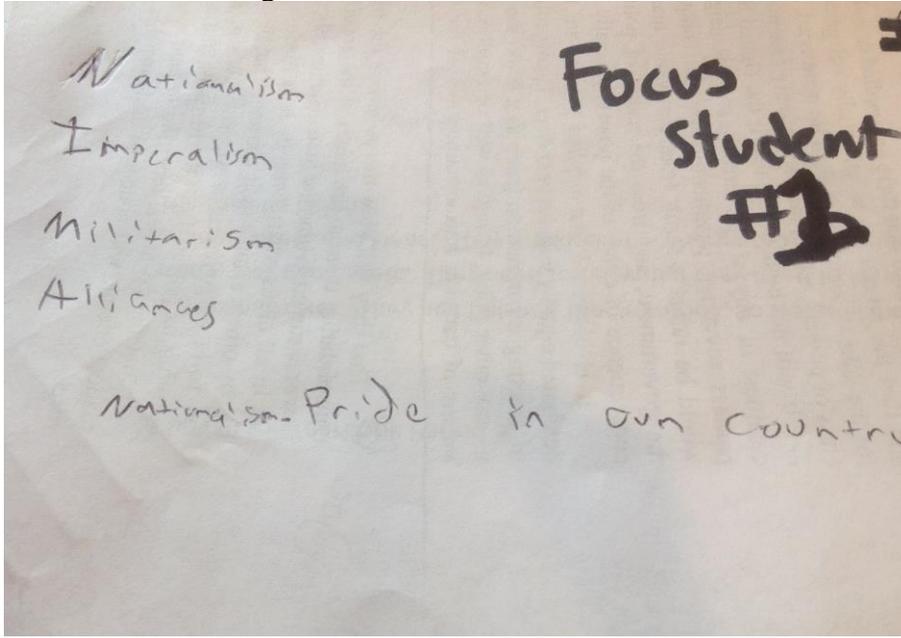
- 3. What are your goals for increasing your knowledge and skill in implementing instruction? How will achieving these goals help you become a more effective teacher?**

In order to learn more about instruction and become more advance in my ability to create and deliver instruction, I will make sure to attend PLC, Professional Learning Community, meetings. This is where the teachers from your department meet and work together to advance education and create a better department within the educational standards. I will get involved in conferences and observe other teachers and see how they implement instruction. All of these activities will help me to understand how to develop proper lesson delivery and use different types of activities and lessons to involved and incorporate students from multiple intelligences. By being involved in research and taking the time to see instruction in many different forms, I will be able to advance as a teacher and become a more effective educator.

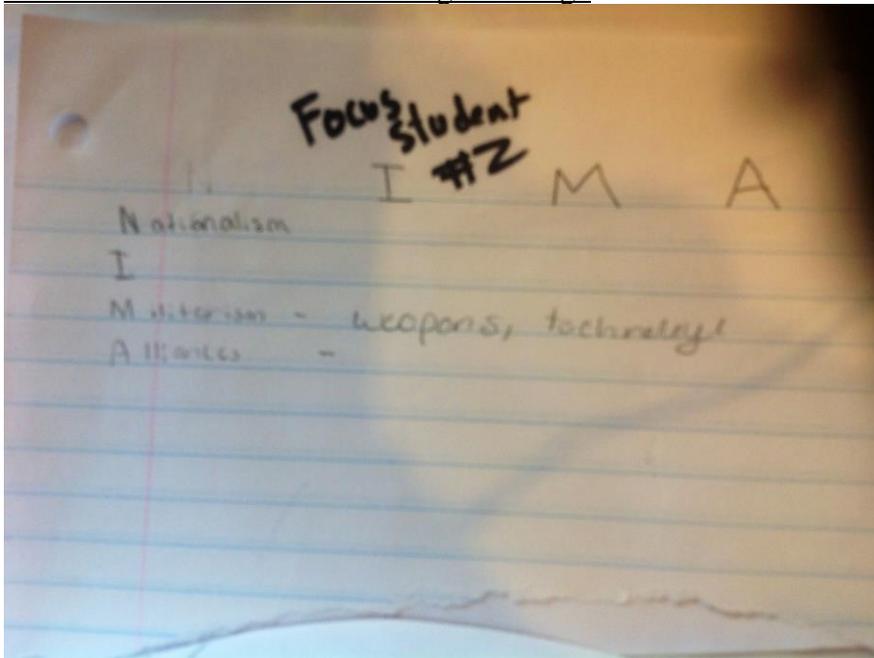
I will become a better teacher form this research by gaining knowledge on how to properly teach students. I can use this information and create balanced lessons that will show students' achievement in the proper way. Knowing more information on assessment, lesson delivery, students' learning ability, and monitoring student's learning will also provide the knowledge to create lessons that will help direct students to assessment and understand how to use my lesson to help students succeed in my class.

ASSESSMENTS FOR LESSON: Student's 1,2,3,4,5

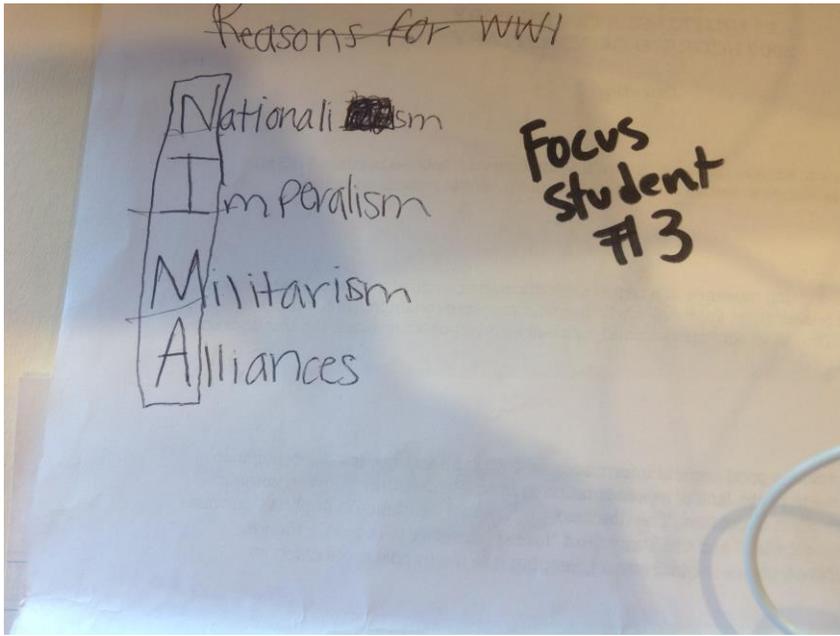
Focus Student 1: English Learn



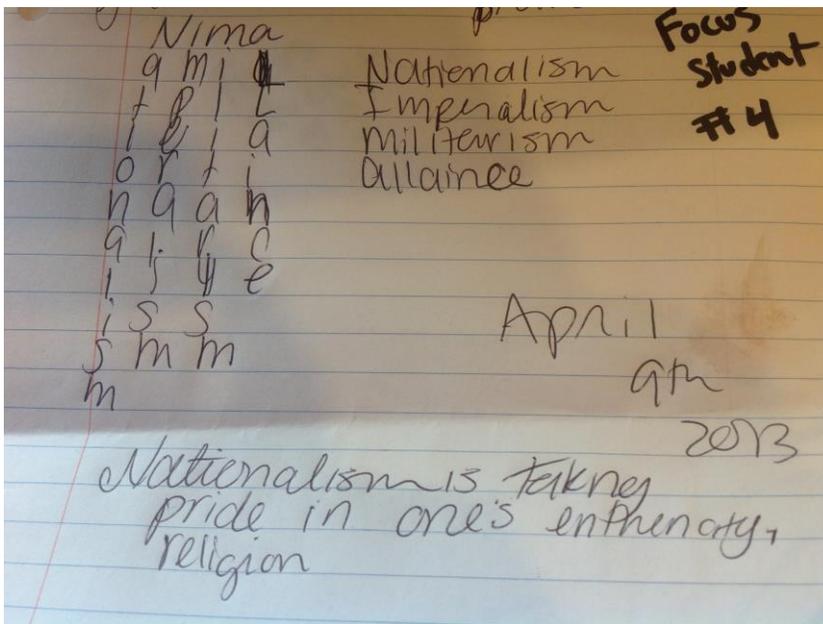
Focus Student 2: Another Learning Challenge



Focus Student 3: Lower Level Student



Focus Student 4: Average Level Student



Focus Student 5: Advance Level Student

