

Helpful Hints for Task 1

****This is an overview of Task 1. Please carefully read the instructions for Task 1 and the “Making Good Choices” for Task 1 BEFORE you begin working on it. There are many additional details in those documents that will help you be successful on this task.*

- **Provide context information** about your students on the “**Elementary Literacy Context for Learning Information**” form. On this form you will provide essential information about your students, classroom, and the school. (4 pages)
- **Select a series of 3-5 consecutive lessons** that support student learning of the **essential literacy strategy for comprehending or composing text**. You will identify a central focus, essential literacy strategy for comprehending or composing text, AND the related skills. You will upload a copy of the lesson plans for the 3-5 consecutive lessons.
- **You will respond to writing prompts on the “Literacy Planning Commentary”** about your planning. (9 pages) *The following bulleted points are addressed in the commentary.*
- Make sure your plans **build on each other within a meaningful context to support learning** of the essential learning **strategy** with **clear connections** to related **skills**.
- **Describe** what you know about your **students’ prior academic learning and prerequisite skills related to the central focus**.
- **Describe** what you know about your **students’ personal, cultural, and community assets related to the central focus**. Focus on students’ strengths and NOT on the challenges students face outside of school such as lack of family support.
- **Justify and describe** how your understanding of your students’ **prior academic learning and personal, cultural, and community assets guided the selection of your learning tasks and materials**. Use specific examples.
- Make **explicit connections to research** to justify your learning tasks and materials.
- Provide **planned supports** and instructional strategies that are **tied to the learning objectives and the central focus** with attention to the **whole class, individuals, and/or groups of students with specific needs**. **You must address IEPs or 504 requirements!**
- **Identify one language function** essential for your students to develop and practice the literacy strategy within your central focus. (**ex. analyze, predict, compare/contrast, retell, summarize**) *See chart in your handbook.*
- **Identify a key learning task** from your plans that provides students **opportunities to practice the language function**.
- **Describe the language demands** that students need to understand or use. (vocabulary/key phrases, syntax, and discourse)

- **Explain** how you will **provide language supports** to address the use of **two or more language demands** (vocabulary/key phrases, function, syntax, discourse).
- **Describe how your planned formal and informal assessments provide direct evidence** that the students can use the essential literacy strategy and related skills.
- Planned **assessments should provide multiple forms of evidence to monitor students' use of the essential literacy strategy and related skills throughout the learning segment**. Include how the assessments will allow students with **specific needs to demonstrate the learning**.

Helpful Hints for Task 2 (Instruction Video)

****This is an overview of the video portion of Task 2. Please carefully read the instructions for completing the video and the "Making Good Choices" for Task 2 BEFORE you begin working on it. There are many additional details in those documents that will help you be successful on this task.*

- The day before your video, double check batteries, power cords, etc. to assure that everything is in working order.
- Place a note on the doorknob of your classroom door that states that videoing is in progress.
- Ask your CT to notify the office that you are videoing so they can avoid transferring phone calls unless absolutely necessary.
- During the video:
 - Show evidence of **mutual respect** between you and the students and among the students themselves (use first names, calm voice, listen attentively, etc.) and demonstrate a **good rapport** by allowing the students to communicate their ideas and ask questions. There should be evidence that the students are comfortable participating in the lesson.
 - **Actively engage** the students throughout the lesson and provide opportunities for them to focus on the literacy strategy.
 - Make connections to **prior academic learning** as you help them learn the new content.
 - Ask **higher-order questions** and prompt students to offer responses that support the use of the literacy strategy or skills. ("why" and "how" questions)
 - **Model** the literacy strategy for the students and provide opportunities for the students to **practice and apply the strategy**.
- For the analysis:
 - Propose changes that relate **directly to the central focus** and **address specific learning needs**.
 - **Refer to examples** from the video to support your proposed changes. (Ex. "In video clip 1, I missed a teaching opportunity by...." "When I teach this again, I will....")
 - **Refer to research** that supports your proposed changes.

Helpful Hints for Task 3

****This is an overview of Task 3. Please carefully read the instructions for Task 3 and the “Making Good Choices” for Task 3 BEFORE you begin working on it. There are many additional details in those documents that will help you be successful on this task.*

- **Select one assessment** from your learning segment to evaluate your students and provide opportunities to demonstrate the **essential literacy strategy and related skills**. You will upload a copy of the assessment.
- Define and submit the **evaluation criteria**.
- Provide a (table or chart) or narrative that **summarizes the whole class learning**. If you upload a table or chart AND a write a short narrative, it will help the scorer have a better understanding of your analysis.
- **Select three student work samples** that represent the patterns of learning you identified as you analyze the class. You will refer to specific examples from these work samples as you analyze the whole class. Remember to refer to all areas of your criteria.
- As you analyze the whole class, identify both **quantitative and qualitative data** from the assessment and discuss **patterns and differences** of learning related to the **essential strategy and related skills**. What did the students do **right AND wrong**?
- **At least one of your three focus students should have specific learning needs**. (IEP, 504, ELL, struggling reader, or a gifted student)
- **Provide and document specific feedback** you gave to each of the three focus students. Address **strengths, needs, and next steps relative to the measured objectives** in your feedback. Refer to specific evidence from the work samples. You can write directly on the student work or on a sticky note attached to the work. You will upload a picture of each of the focus students' samples with feedback included.
- You *can* (but it is not required) submit your feedback in an audio or video clip. You must clearly identify the focus student(s) if other students are present in the video.
- **Describe how each focus student will understand and use the feedback you provided related to the learning objectives**.
- You will also explain and provide evidence of **language use** through **at least one of the following**: video clip from Task 2, an additional video clip, and/or the focus student work samples.
- As you explain the language use, provide **concrete examples of language function, vocabulary, AND discourse or syntax**.
- Based on your analysis of student learning, **describe** your **next steps** to improve student learning **related to the assessed objectives** for the **whole class, each of the three focus students, and other individuals/groups with specific needs**.
- Connect your next steps to **research and/or theory**.

Helpful Hints for Task 4 (Elementary Only)

****This is an overview of Task 4. Please carefully read the instructions for Task 4 and the "Making Good Choices" for Task 4 BEFORE you begin working on it. There are many additional details in those documents that will help you be successful on this task.*

- Identify a series of **3-5 lessons in a learning segment** for math. You will write an overview of each of these lessons.
- Provide a **formative assessment** during your learning segment. Upload a blank copy of your assessment.
- **Identify the criteria** for your assessment. *What should the students be able to show you on the assessment? What are you looking for?* You will be collecting the data from your assessment by using this criteria. A **rubric** is a good way to set up your criteria and it provides a good visual as you begin analyzing the data for the whole class and your 3 focus students. You will upload a copy of your criteria.
- You will provide the results of the assessment data for the whole class through a **written summary and/or a class chart**.
- In your analysis of the class data you will identify **patterns of learning** for the whole class. Identify and discuss the **conceptual understanding, procedural knowledge, and mathematical reasoning/problem solving** for the students as you analyze. Support your analysis with examples from the assessment.
- **Identify the misconceptions/struggles and choose 3 focus students** to do a re-engagement lesson that provides instruction to support these students.
- **Plan a re-engagement lesson** that addresses the identified misconceptions/struggles of the 3 focus students.
- During your re-engagement lesson, you will need some sort of **student work or formative assessment** that you will upload and refer to as you analyze the effectiveness of the lesson.
- **Analyze the effectiveness of the re-engagement lesson** and refer back to the student work with specific examples that supported the 3 focus students during the lesson. *Was the re-engagement lesson successful? How did each student improve their mathematical learning connected to the struggles?*