

**Elementary Literacy
Teaching Event
Candidate Handbook
2006-07**

**Performance
Assessment for
California
Teachers**

Overview of the PACT Teaching Event

Focus on student learning

In this Teaching Event, you will show the strategies you use to make literacy accessible to your students, and how you support students in learning to read, write, and use academic language. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to connect students with the content you are teaching. You will examine the effects of your instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

Select a learning segment

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments. If you teach literacy to more than one class of students, focus on only one class.

For the Teaching Event, you will **plan a learning segment of about one week (approximately 3-5 lessons)** that is designed to develop students' ability to comprehend and/or compose text. The learning segment should develop literacy skills and strategies and include learning objectives for both the curriculum content and the development of academic language related to that content. A Glossary of terms used in the Teaching Event appears on pages 17-18.

Submit teaching artifacts and analysis

You will submit lesson plans, copies of instructional and assessment materials, one or two video clips of your teaching, a summary of whole class learning, and an analysis of student work samples. You will also write commentaries describing your teaching context, analyzing your teaching practices, and reflecting on what you learned about your teaching practice and your students' learning. The instructions in the following pages will guide you in putting together the instructional materials, video selection, student work samples, and commentaries required in this Teaching Event.

Assessment of your Teaching Event

Your Teaching Event should clearly demonstrate how your practice meets the California *Teaching Performance Expectations (TPEs)*. A list of the TPEs appears at the end of this Handbook. Scoring rubrics have been developed to align with these professional expectations for classroom teachers.

To download this Handbook or for more information about the Teaching Event, the scoring rubrics, and the TPEs, go to the PACT website at www.pacttpa.org.

Overview of Elementary Literacy Teaching Event

Teaching Event Task	What to Do	What to submit
1. Context for Learning (TPEs 7,8)	<ul style="list-style-type: none"> ✓ Provide relevant information about your instructional context and your students as learners of literacy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Context Form <input type="checkbox"/> Context Commentary
2. Planning Instruction & Assessment (TPEs 1,2,3,4,6,7,8,9, 10,12)	<ul style="list-style-type: none"> ✓ Select a learning segment of 3-5 lessons that develops students' ability to comprehend and/or compose text and that develops their reading, writing, and use of academic language. ✓ Create an instruction and assessment plan for the learning segment and write lesson plans. ✓ Write a commentary that explains your thinking behind the plans. ✓ Record daily reflections, to submit in the reflection section of the Teaching Event. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans for Learning Segment <input type="checkbox"/> Instructional Materials <input type="checkbox"/> Planning Commentary
3. Instructing Students & Supporting Learning (TPEs 1,2,3,4,5,6,7,10, 11)	<ul style="list-style-type: none"> ✓ Review your plans and prepare to videotape your class. Identify opportunities for students to use relevant skills and strategies to comprehend and/or compose text. ✓ Videotape the lesson you have identified. ✓ Review the videotape to identify one or two video clips portraying the required features of your teaching. The total running time should not exceed 15 minutes. ✓ Write a commentary that analyzes your teaching and your students' learning in the video clip(s). 	<ul style="list-style-type: none"> <input type="checkbox"/> Video Clip(s) <input type="checkbox"/> Video Label Form <input type="checkbox"/> Instruction Commentary
4. Assessing Student Learning (TPEs 2,3,4,5,13)	<ul style="list-style-type: none"> ✓ Select one student assessment from the learning segment and analyze student work using evaluative criteria (or a rubric). ✓ Identify three student work samples that illustrate class trends in what students did and did not understand. ✓ Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual learning of two students represented in the work samples, and identifies next steps in instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Evaluative Criteria or Rubric <input type="checkbox"/> Assessment Commentary
5. Reflecting on Teaching & Learning (TPEs 7,8,13)	<ul style="list-style-type: none"> ✓ Provide your daily reflections. ✓ Write a commentary about what you learned from teaching this learning segment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Daily Reflections <input type="checkbox"/> Reflective Commentary

Task 1. Context for Learning

Purpose

The Context for Learning task is a brief overview of important features of your classroom context that influence your instructional decisions during the learning segment. It provides evidence of: 1) your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students' literacy learning and the school environment.

Overview of Task

- Select a central focus for your learning segment and reflect on the relevant features of your classroom context that will impact your planning, instruction, and assessment. The focus of your learning segment should provide opportunities to develop students' ability to comprehend and/or compose text by developing literacy skills and strategies.
- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that will affect your instructional decisions.

What Do I Need to Do?

- ✓ Complete the **Context for Learning Form**. The form is located after the instructions for this task.
- ✓ Respond to each of the prompts in the Context Commentary.

Context Commentary

Write a commentary of about **three single-spaced pages** that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed. Please see pages 19-20 for other requirements.

1. Briefly describe the following:
 - a. Type of school/program in which you teach, (e.g., elementary/middle school, themed magnet, or charter school)
 - b. Kind of class you are teaching (e.g., third grade self-contained, sixth grade core English/social science) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)
 - c. Degree of ability grouping or tracking, if any

2. Describe your class with respect to the features listed below. **Focus on key factors that influence your planning and teaching of this learning segment.** Be sure to describe what your students can do as well as what they are still learning to do.
 - a. Academic development
Consider students' prior knowledge, key skills, developmental levels, and other special educational needs. (TPE 8)
 - b. Language development
Consider aspects of English language proficiency in conversational and academic language as well as in the students' primary languages, if other than English.
Describe the language development of your entire class, not just your English learners. (TPEs 7, 8)
 - c. Social development
Consider factors such as the students' ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others. (TPE 8)
 - d. Socio-economic and cultural context
Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources.
3. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

Task 1. Context for Learning Form

Provide the requested context information for the class selected for this Teaching Event. This form is designed to be completed electronically. The blank space does not represent the space needed. Use as much space as you need.

About the subject area/course you are teaching

1. How much time is devoted each day to specific instruction in reading, writing, and other aspects of literacy in your classroom? _____

About the students in your class

- 2. How many students are in the class you are documenting? _____
- 3. How many students in the class are: English learners ____ Proficient English speakers ____?
- 4. How many students have Individualized Education Plans (IEPs) or 504 plans? _____
- 5. How many students participate in a Gifted and Talented Education (GATE) program? _____

About the school curriculum and resources

- 6. Describe any specialized features of your classroom setting, e.g., bilingual, Structured English Immersion, team taught with a special education teacher.
- 7. If there is a particular textbook or instructional program you primarily use for literacy instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.)
- 8. What other major resources do you use for literacy instruction in this class?
- 9. How many computers are available to support your instruction? NOTE: If this data is difficult to obtain, then provide an estimate, e.g., “a few” or “about 30.”

	# of computers	# of computers connected to the Internet
Available in classroom		
Available elsewhere in school		

Task 2. Planning Instruction & Assessment

Purpose

The Planning Instruction & Assessment task describes and explains your plans for the learning segment. It demonstrates your ability to organize curriculum, instruction, and assessment to help your students meet the standards for the curriculum content and to develop academic language related to that content. It provides evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to English/language arts curriculum content.

Overview of Task

- Identify the central focus, student academic content standards, English Language Development (ELD) standards (if applicable), and learning objectives for the learning segment. The 3-5 lessons in the learning segment should develop students' ability to comprehend and/or compose text.
- Identify objectives for developing academic language, taking into account students' prior language development and the language demands of the learning tasks and assessments.
- Select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students' learning during the learning segment.

What Do I Need to Do?

- ✓ Complete a plan for each lesson in the learning segment.

- Be sure to address the learning of curriculum content and related academic language.
- To identify standards, please list the standard number, followed by the text of the standard. If only a portion of a standard is being addressed, then only list the relevant part(s).
- Use the preferred lesson plan format in your program or the optional lesson plan format provided. The plan should include at least the following information: student academic content standards, ELD standards (if applicable), learning objectives, formal and informal assessments, instructional strategies and learning tasks, and resources and materials.

- ✓ Submit copies of all instructional materials, including class handouts, overheads, and informal and formal assessment tools (including evaluation criteria or rubrics) used during the learning segment. If any of these are included from a textbook, please provide a copy of the appropriate pages. If longer than **four** pages, provide a summary of relevant features in lieu of a copy. (TPEs 1, 2,4,7,9)
- ✓ Label each document or group of documents with a corresponding lesson number.

- ✓ Provide appropriate citations for all materials whose sources are from published text, the Internet, or other educators.

- ✓ Respond to each of the prompts in the Planning Commentary.

- ✓ Record a **daily reflection** after teaching each lesson by responding to the following prompts: (TPEs 12, 13)

1. What is working? What is not? For whom? Why? (Consider teaching and student learning with respect to both content and academic language development.)
2. How does this reflection inform what you plan to do in the next lesson?

Daily reflections will be submitted with Task 5. Reflecting on Teaching & Learning.

Planning Commentary

Write a commentary of about **five single-spaced pages** that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. What is the central focus of the learning segment? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for your particular students to learn? (TPE 1)
2. How do key learning tasks in your plans build on each other to develop students' abilities to comprehend and/or compose text, and to develop related academic language? Describe specific strategies that help build student learning across the learning segment. Reference the instructional materials you have included, as needed. (TPEs 1, 4, 9)
3. How do your choices of instructional strategies, materials, and the sequence of learning tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of **your** students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new learning to take advantage of specific student strengths. (TPEs 4,6,7,8,9)
4. What language demands of the learning and assessment tasks are likely to be challenging for your students? Explain how specific features of the learning and assessment tasks in your plan support students in meeting these language demands.¹ (TPE 7)
5. Explain how the collection of assessments from your plan allows you to evaluate your students' learning of specific student standards/objectives. (TPEs 2, 3)

¹ Language demands at different levels of development include such things as grammatical structures, vocabulary, language conventions within a genre such as narrative or expository, or sound-symbol correspondence.

6. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, GATE students, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning. (TPEs 9. 12)

Task 2. Lesson Plan Template (Optional)

You may use the lesson plan format preferred by your program if it includes the following information or you add any missing information. Otherwise, please use this format for your lesson plans, using as much space as you need.

Lesson _____

Content standards that are the target of student learning (list the complete text of the relevant parts of each standard): (TPE 1)

English Language Development (ELD) standards (if applicable): (TPE 1)

Learning Objectives (both content and language): (TPE 1)

Formal and Informal Assessments: (TPE 2)

Instructional Strategies and Learning Tasks to Support Student Learning (what you and the students will be doing) (TPEs 1,4,5,6,9,10)

Resources and Materials: (TPEs 4,9)

Task 3. Instructing Students & Supporting Learning

Purpose

The Instructing Students & Supporting Learning task illustrates how you work with your students to improve their literacy skills and strategies during instruction. It provides evidence of your ability to engage students in meaningful literacy tasks and monitor their understanding.

Overview of Task

- Examine your plans for the learning segment and identify learning tasks in which students are actively engaging in learning specific skills and strategies to comprehend and/or compose text.
- Videotape one or more of these tasks.
- View the video(s) to check the quality, analyze your teaching, and select the most appropriate video clip(s) to submit.

What Do I Need to Do?

Videotape your classroom teaching

- ✓ Provide **one or two video clips of no more than fifteen minutes total**. Select clip(s) that demonstrate how you engage students in learning specific skills and strategies to comprehend and/or compose text. The clip(s) should include interactions among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)

Videotape Guidelines

- A video clip should be continuous and unedited, with no interruption in the events. If you elect to use two clips, they should portray key events that cannot be portrayed in a fifteen minute clip. The two clips should come from the same lesson.
- The clip(s) can feature either the whole class or a small group of students.
- Both you and your students should be visible and clearly heard on the video submitted.
- Tips for videotaping your class are available on the PACT website, www.pacttpa.org.

- ✓ Provide a copy of any relevant writing on the board, overhead, or walls if it is not clearly visible on the video. Attach this document to the Instruction Commentary.
- ✓ Complete the Video Label Form and either attach it to the videotape or put it in a folder with the video file(s). The form is located after the instructions for this task.
- ✓ Respond to each of the prompts in the Instruction Commentary.

Instruction Commentary

Write a commentary of about **four single-spaced pages** that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the video clip(s) that is important to know in order to understand and interpret the interactions between and among you and your students? Please provide any other information needed to interpret the events and interactions in the video clip(s).
2. Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating in the learning task(s) seen on the video clip(s). If specific routines or working structures are new to the students, how did you prepare students for them? (TPE 10)
3. In the instruction seen in the clip(s), how did you further the students' knowledge and skills and engage them intellectually in comprehending and/or composing text? Provide examples from the clips of both general strategies to address the needs of all of your students and strategies to address specific individual needs. (TPEs 1, 2, 4, 5, 7, 11)
4. Describe any language supports used in the clip(s) to help your students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. If possible, give one or two examples from the video clip(s) of how you implemented these supports. (TPEs 4, 7)
5. Describe the strategies you used to monitor student learning during the learning task shown on the video clip(s). Cite one or two examples of what students said and/or did in the video clip(s) or in assessments related to the lesson that indicated their progress toward accomplishing the lesson's learning objectives. (TPEs 2, 3)
6. Reflect on the learning that resulted from the experiences featured in the video clip(s). Explain how, in your subsequent planning and teaching, successes were built upon and missed opportunities were addressed.

Task 3. Video Label Form

Candidate ID # _____

Elementary Literacy Clip(s)

Lesson from which clip(s) came: Lesson # _____

Focus of Clip(s) (Check all that apply.)

- Student Comprehension of Text
- Student Composition of Text

If Electronic, Video Format of Clip(s): (*check one*)

- Quicktime
- Real One
- Windows Media Player
- Other (*please specify*) _____

Task 4. **Assessing Student Learning**

Purpose

The Assessment of Student Learning task illustrates how you diagnose student learning needs through your analysis of student work samples. It provides evidence of your ability to 1) select an assessment tool and criteria that are aligned with your central focus, student standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives; and 3) use this analysis to identify next steps in instruction for the whole class and individual students.

Overview of Task

- Summarize and analyze meaningful patterns in whole class performance on a selected student assessment **from the learning segment**. The assessment should be the work of individuals, not groups.
- Demonstrate a variety of student performances for the assessment using three student work samples.
- Analyze the performance of two individual students and diagnose individual learning needs.

What Do I Need to Do?

- ✓ Provide a copy of the directions/prompt for the assessment, if these are not apparent from the student work samples.
- ✓ Collect student work from your entire class. Analyze the student work to identify patterns in understanding across the class.
- ✓ Provide **any evaluative criteria (or rubric)** that you used to assess the student work. Evaluative criteria are performance indicators that you use to assess student learning.
- ✓ Select three student work samples which together represent what students generally understood and what a number of students were still struggling to understand. At least one of these students should be an English Learner². If multiple drafts of the assessment were collected, you may include all drafts as the work sample.
- ✓ Label these work samples as “Work Sample A”, “Work Sample B”, and “Work Sample C”. If your students use invented spelling, please write a translation directly on the work sample.
- ✓ Respond to each of the prompts in the Assessment Commentary.

² If you do not have any English Learners, select a student who is challenged by academic English. Examples may include students who speak varieties of English or special needs learners with receptive or expressive language difficulties.

Assessment Commentary

Write a commentary of about **five single-spaced** pages that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Identify the specific standards/objectives measured by the assessment chosen for analysis. You may just cite the appropriate lesson(s) if you are assessing all of the standards/objectives listed.
2. How do the evaluative criteria (or rubric) measure student proficiency for these standards/objectives? Evaluative criteria are performance indicators that you use to assess student learning. Categories of evaluative criteria include decoding errors during oral reading, use of supporting detail in a paragraph, use of appropriate adverbs to move a story through time. (TPE 3)
3. Create a summary of student learning across the whole class relative to your evaluative criteria (or rubric). Summarize the results in narrative and/or graphic form (e.g., table or chart). (You may use the optional chart provided following the Assessment Commentary prompts to provide the evaluative criteria, including descriptions of student performance at different levels.) (TPEs 3, 5)
4. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples you selected. (TPE 3)
5. From the three students whose work samples were selected, choose two students, at least one of which is an English Learner. For these two students, describe their prior knowledge of the content and their individual learning strengths and challenges (e.g., academic development, language proficiency, special needs). What did you conclude about their learning during the learning segment? Cite specific evidence from the work samples and from other classroom assessments relevant to the same evaluative criteria (or rubric). (TPE 3)
6. Based on the student performance on this assessment, describe the next steps for instruction for the class. If different, describe any individualized next steps for the two students whose individual learning you analyzed. These next steps may include feedback to students, a specific instructional activity, or other forms of re-teaching to support or extend continued learning of objectives, standards and/or central focus for the learning segment. In your description, be sure to explain how these next steps follow from your analysis of the class or individual student performances. (TPEs 2, 3, 4, 13)

Task 4. Summary of Student Learning Chart (Optional)

List the categories of evaluative criteria as well as the corresponding characteristics of student work and the percent of students in the class at different levels. This chart is designed to be completed electronically, so the blank space does not represent the space needed. Use as much space and as many rows as you need.

Evaluative Criteria Category	Characteristics of Student Work		
	Below Standards	Meets Standards	Exceeds Standards
	____% of class	____% of class	____% of class
	____% of class	____% of class	____% of class
	____% of class	____% of class	____% of class

The boxes indicating levels of student performance should include key characteristics of student work at that level, as well as the approximate percentage of the class performing at that level.

Task 5. Reflecting on Teaching & Learning

Purpose

The Reflecting on Teaching & Learning Task describes what you learned from teaching the learning segment. It provides evidence of your ability to analyze your teaching and your students' learning to improve your teaching practice.

Overview of Task

- Record your reflections after teaching each lesson, discussing how the lesson went for the class as a whole as well as for specific students. (See instructions in the daily reflection box in Part 1. Planning Instruction and Assessment.)
- Review your daily reflections and your analyses of the effectiveness of instructional and assessment strategies in previous tasks. Use these specific analyses and reflections to identify more general patterns within your planning, instruction, and assessment practices across the learning segment.
- Reflect on your experience teaching the learning segment in light of 1) your observations of the effectiveness of your teaching practice in helping your students learn; and 2) the theoretical perspectives and research principles that you learned during teacher preparation.

What Do I Need to Do?

- ✓ Submit the daily reflections completed as part of Task 2. Planning Instruction & Assessment.
- ✓ Respond to each of the prompts in the Reflection Commentary.

Reflection Commentary

Write a commentary of about **three single-spaced pages** that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. When you consider the content learning of your students and the development of their academic language, what do you think explains the learning or differences in learning that you observed during the learning segment? Cite relevant research or theory that explains what you observed. (TPEs 7, 8, 13)
2. Based on your experience teaching this learning segment, what did you learn about your students as literacy learners (e.g., easy/difficult concepts and skills, easy/difficult learning tasks, easy/difficult features of academic language, common misunderstandings)? Please cite specific evidence from previous Teaching Event tasks as well as **specific** research and theories that inform your analysis. (TPE 13)

3. If you could go back and teach this learning segment again to the same group of students, what would you do differently in relation to planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics? (TPE 13)

Glossary

Academic Language: The language needed by students to do the work in schools. Academic language includes such things as specialized vocabulary, grammar and punctuation, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification). Academic language includes both productive and receptive modalities (see below).

Assessment: Evidence teachers collect of student prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, lab reports, papers, journals, and projects.

Central focus: The target of the student learning that the standards, learning objectives, instructional tasks, and assessments within a learning segment are intended to produce. A central focus can be expressed by a theme, overarching concept, or essential question.

Curriculum content: The student learning that is expected to occur, including various areas of knowledge, e.g., facts, concepts, procedures, methods of inquiry and making judgments.

Engaging students in learning: When students are actively increasing their knowledge, skills, and abilities related to the learning objectives for the lesson. This is in contrast to **participating** in learning tasks where the students complete the activities, but little learning takes place because the tasks are not well-designed and/or implemented.

English Language Development standards: The standards in the *English-Language Development Standards for California Public Schools* (California Department of Education). This document organizes standards for English Learners in reading, writing, speaking, and listening in English according to sequential stages of development of English proficiency. It is intended to identify what English Learners must know and be able to do as they move toward full fluency in English.

Guiding question: Questions used by PACT to identify the focus of each rubric, i.e., what it measures about the candidate's teaching practice as documented in the Teaching Event. Each rubric level descriptor provides an answer to the related guiding question at a different level of performance. (See Rubric level descriptor)

Learning Objectives: Student learning outcomes to be achieved by the end of the lesson.

Learning Segment: A set of lessons that build one upon another toward a central purpose, with a clearly defined beginning and end.

Learning Tasks: Purposefully designed activities in which students engage (not just participate – see Engagement in Learning) to meet the learning objectives for the lesson.

Productive modalities: Ways that students communicate to others, e.g., speaking, writing, drawing. Assessment of productive modalities focuses on student communication of their own understanding or interpretation. Examples of students' demonstration of productive abilities with respect to understanding curriculum content are writing an analysis, drawing and labeling a scale model, sculpting a figure from clay.

Receptive modalities: Ways that students receive communications from others, e.g., listening, reading, viewing. Assessment of receptive modalities focuses on student communication of their understanding of the meaning of communications from others. Because this is done through a productive modality, assessment of students' skills and abilities with respect to receptive modalities is not as straightforward as that of productive modalities. Examples of students' demonstration of receptive abilities with respect to curriculum content are using tonal qualities of voice to help convey meaning from a passage read aloud, restating a classmate's comment, describing how the key and tempo of a piece of music set a mood.

Routines and working structures: Regular processes for conducting activities within a classroom. Once they are established, the rules and norms for routines and working structures are understood by the teacher and students and help classroom activities flow efficiently. Examples are roles during groupwork, how students signal that they have a question, procedures for taking turns during discussions, norms for what the rest of the class does when the teacher is working with a small group, types of questions expected to be asked when exploring a problem.

Rubric level descriptor: The text that describes performance at a particular rubric level.

Student academic content standards: A set of knowledge, skills, and abilities that students are to learn by the end of a particular grade, grade level, or course. California's student academic content standards are published by the California Department of Education. They guide curriculum and instruction in California public schools.

Required Format for the Teaching Event

The following guidelines should be used to prepare all parts of your Teaching Event. This format will allow faculty/supervisors to efficiently review and score all Teaching Events.

Commentaries Submitted on Paper

Commentaries are your written descriptive, analytic, and reflective responses to specific prompts in the Teaching Event directions. Commentaries should be in the following format.

- Typed or word processed on 8.5" by 11" white paper in black ink
- Font size should be at least 12 point size and an easily readable font (e.g., Times, Times New Roman, or Arial; not italics)
- Length kept within suggested page limits, which are based on previous experience with Teaching Event submissions. Suggested page lengths are based on single spaced text, with a blank line between paragraphs, and 1" margins
- Individual pages **should not be** enclosed in plastic page protectors.

Video Clips

Video clip(s) are submitted as part of **Task 3. Instructing Students & Supporting Learning**. Video should be submitted in the following format.

- Video formats will be specified by your program based on the formats that it can accept. Select appropriate equipment based on your program's requirements.
- The time length of the video to be submitted is specified in the Teaching Event directions.
- You and your students should be clearly visible and audible.
- Individual video clips should be continuous and unedited, with no interruption in events.
- If possible, use a tripod to avoid wobbling.
- Further recommendations for videotaping your class are available in **Procedures for Classroom Videotaping**, located on the PACT website, www.pacttpa.org.

Student Work Samples

Student work samples will be submitted in **Task 4. Assessing Student Learning**. Student work samples should be submitted in the following format.

- Select samples to meet the criteria indicated by the Teaching Event directions.
- Work samples should be written by the students.
- Names of students, yourself, and the school should be removed with correcting fluid, tape, or marker prior to copying/scanning.
- Label work samples as Work Sample A, B, or C.

Documentation of Lessons

Documentation of lessons such as lesson plans, handouts, assessments, rubrics, overhead transparencies, or other instructional materials will be submitted with various Teaching Event tasks to demonstrate the events that occurred in the learning segment. Documentation should be submitted in the following format.

- Label all documents with a number corresponding to the relevant lesson plan(s).

Page Numbering

Number every page of the paper copy of your Teaching Event sequentially from beginning to end, *including pages of student work and documentation of lessons*. Page numbers may be handwritten on paper copies.

Candidate Identification Number

Label all pages of the paper copy of your Teaching Event (commentaries, student work samples, and lesson documentation) with your Candidate ID number, which will be given to you by your program. If you use a word processor, include your Candidate ID number as a running header or footer on every page. You may find it saves time to print a sheet of labels containing your Candidate ID number and apply the labels in the top or bottom margin of student work samples and lesson documentation.

Electronic Format for Teaching Events

Each program using an electronic submission format may provide additional guidelines for completing the Teaching Event that are specific to its electronic format. However, if you use a mixed format (i.e., part electronic and part paper), submit **two copies** of any paper portions (e.g., student work samples).

Use of Submitted Materials

Your Teaching Event and related materials may be used for training scorers, university faculty, pre-service teachers, K-12 teachers, or for purposes of research for validating the assessment. Your name, school, and students' names will be kept absolutely confidential.

Teaching Event Authenticity Sign-Off Form

Submit this form with your completed Teaching Event.

This Teaching Event has been submitted as part of a pilot test of an assessment whose passage will be required for completing the requirements for a California Multiple/Single Subject(s) Teaching Credential under S.B. 2042. This attestation is acknowledgement that the ultimate responsibility for compiling the documentation (including writing the commentaries) lies with the credential candidate. However, credential candidates are encouraged to seek assistance, input and feedback from their university supervisors, cooperating/master teachers, university instructors, or other credential candidates during the Teaching Event development process.

Attestation by Credential Candidate

- I have primary responsibility for teaching the students/class during the learning segment profiled in this Teaching Event;
- The video clip(s) submitted show me teaching the students/class profiled in this Teaching Event;
- The student work included in the documentation is that of my students who are profiled in the learning segment documented in this Teaching Event;
- I am sole author of the teacher commentaries and other written responses to prompts and forms in this Teaching Event;
- Appropriate citations have been made for all materials in the Teaching Event whose sources are from published text, the Internet, or other educators.

Teacher's Signature

Teacher's Name (printed)

Date

Candidate ID #

Attestation by University Supervisor

To the best of my knowledge, the statements above are accurate.

University Supervisor's Signature

University Supervisor's Name (printed)

Date

PACT DEMOGRAPHIC SURVEY 2006-07

DIRECTIONS: Please answer the following questions accurately and completely. The collection of this information is important for the purpose of ensuring fairness in the assessment content and scoring process.

1. Your Candidate ID number: _____

(Please use the same ID number that was used to identify your Teaching Event)

2. Check the content area for which you completed this Teaching Event: (Check one only)

- | | |
|--|---|
| <input type="checkbox"/> 1. Elementary literacy | <input type="checkbox"/> 8. Art |
| <input type="checkbox"/> 2. Elementary mathematics | <input type="checkbox"/> 9. Music |
| <input type="checkbox"/> 3. English/language arts | <input type="checkbox"/> 10. Physical Education |
| <input type="checkbox"/> 4. History/social science | <input type="checkbox"/> 11. Agriculture (Economics emphasis) |
| <input type="checkbox"/> 5. Mathematics | <input type="checkbox"/> 12. Agriculture (Science emphasis) |
| <input type="checkbox"/> 6. Science | <input type="checkbox"/> 13. Bilingual elementary |
| <input type="checkbox"/> 7. World Languages | |

3. Your gender: 1. Female 2. Male

4. How do you prefer to identify yourself? 1. African-American
 2. American Indian/Alaskan Native

(Check as many as apply.)

3. Asian
 4. Filipino
 5. Hispanic/Latino
 6. Pacific Islander
 7. White (not Hispanic)
 8. Other *(please specify)* _____

Questions 5-6 are needed for analyses of the Teaching Event to meet Program Standard 19g.

5. What is your primary language?

- English
 A language other than English

6. Are you currently (*Check one*):
- 1. teaching under an emergency permit?
 - 2. an intern?
 - 3. a student teacher?

Answer questions 7-11 with respect to the class in which you completed the Teaching Event.

7. In what grade level were most of the students in your class? (If students were from multiple grade levels, select the one into which most students fell.)

- 1. K-2
- 2. 3-5
- 3. 6-8
- 4. 9-12

8. How would you describe the community from which most of your students come?

- 1. Inner City
- 2. Urban, not inner city
- 3. Suburban
- 4. Rural

9. How would you characterize most of your class with respect to family income?

- 1. Low family income
- 2. Middle family income
- 3. High family income

10. How would you characterize most of your class with respect to achievement related to student content standards for the content area or course you are teaching?

- 1. performing above grade level/course standards
- 2. performing at grade level/course standards
- 3. performing below grade level/course standards

11. Complete the following table with the number of students in each category:

Number of Students in the Class described in the Teaching Event	Number of Students Classified as English Learners	Number of Students Other than English Learners Challenged by Academic English

Checklist for Assembling Your Teaching Event

For the paper copy of your Teaching Event, place the following materials in the order listed. If you are constructing an electronic Teaching Event, make sure that all of the following are included. The **Teaching Event Authenticity Sign-Off Form** and **PACT Demographic Survey** should be submitted as a paper copy with both paper and electronic formatted Teaching Events.

Required Forms (these can be downloaded from www.pacttpa.org)

- Teaching Event Authenticity Sign-Off Form
- PACT Demographic Survey
- Checklist for Assembling Your Teaching Event

Task 1. Context for Learning

- Context for Learning Form
- Commentary on your instructional context

Task 2. Planning for Instruction & Assessment

- Lesson Plans for learning segment
- Instructional materials, e.g., class handouts, overheads, and formal assessments (including evaluation criteria) labeled by the lesson number(s) (e.g., Lesson 1, Lessons 2-3) for which each document will be used
- Commentary explaining your thinking behind your instruction and assessment plans

Task 3. Instructing Students & Supporting Learning

- Video clip(s)
- Video Label Form
- Commentary explaining and analyzing the teaching and learning portrayed in the video

Task 4. Assessing Student Learning

- Work samples from three students to illustrate what students generally understood and what a number of students were still struggling to understand
- Evaluative criteria or rubrics used to assess student performance on the assessment
- Commentary analyzing student learning and identifying next steps in instruction

Task 5. Reflecting on Teaching & Learning

- Daily reflections for each lesson taught within your learning segment
- Commentary analyzing what you learned about your students and your teaching practice from teaching the learning segment and identifying changes you might make in your teaching practice based on this analysis

Submitting Your Teaching Event

Submit Two Copies to Your Program

- To enable validation of the assessment process across multiple campuses, you need to submit **TWO** copies of all text submitted as a paper copy (e.g., student work, instructional materials) and all video. If your Teaching Event is submitted via electronic files on a CD, submit two copies of the CD. You need not submit multiple copies of electronic Teaching Event materials that are stored electronically on a common platform.
- Follow the instructions from your program as to when and where your Teaching Event should be submitted.

Organizing your Teaching Event for Submission

- Organize the commentaries and paper documentation in the order shown in the **Checklist for Assembling Your Teaching Event**.
- Fasten all pages together in order. **Do not** submit pages in plastic protectors.
- Place all materials (Teaching Event documentation, video, and/or CD) into a large envelope.
- Write your candidate ID number on the outside of the envelope.
- Retain for your own records a complete copy of your Teaching Event, including:
 - 1) Computer file copies of all commentaries and other materials created by you
 - 2) Paper copies of materials from other sources (e.g., student work, assessment instruments)
 - 3) A copy of the videotape or file(s) with the video clip(s)

Electronic Teaching Events

- Follow the directions provided by your program for format specifications.
- Provide two sets of paper copies of all documents if you are submitting a mixed format Teaching Event.
- A paper copy of the **Teaching Event Authenticity Sign-Off Form** and the **PACT Demographic Survey 2006** should be submitted with electronic Teaching Events.

Teaching Performance Expectations (TPEs)

A. Making subject matter comprehensible to students

TPE 1. Specific Pedagogical Skills for Subject Matter Instruction

B. Assessing student learning

TPE 2. Monitoring Student Learning During Instruction

TPE 3. Interpretation and Use of Assessments

C. Engaging and supporting student learning

TPE 4. Making Content Accessible

TPE 5. Student Engagement

TPE 6. Developmentally Appropriate Teaching Practices

TPE 7. Teaching English Learners

D. Planning instruction and designing learning experiences for students

TPE 8. Learning about Students

TPE 9. Instructional Planning

E. Creating and maintaining effective environments for student learning

TPE 10. Instructional Time

TPE 11. Social Environment

F. Developing as a professional educator

TPE 12. Professional, Legal, and Ethical Obligations

TPE 13. Professional Growth

The full text of the TPEs can be downloaded from www.pactpa.org.

**ELEMENTARY LITERACY RUBRICS
2006-07 PILOT**

PLANNING		ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS	
EL1: How do the plans structure student learning of skills and strategies to comprehend and/or compose text?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The standards, learning objectives, learning tasks, and assessments either have no central literacy focus or a one-dimensional literacy focus (e.g., solely on facts/conventions/skills or strategies for comprehending or composing text, but not both). <li style="text-align: center;">OR • The literacy focus is on applications in another content area, but the plans do little to continue to develop students' abilities to comprehend and/or compose text. 	<ul style="list-style-type: none"> • The standards, learning objectives, learning tasks, and assessments have an overall literacy focus that is primarily one-dimensional (e.g., facts/conventions/skills or strategies for comprehending or composing text). • The focus includes vague connections between facts, conventions, skills, and strategies for interpreting or conveying meaning in literacy. 	<ul style="list-style-type: none"> • Learning tasks <i>or</i> the set of assessment tasks focus on multiple dimensions of literacy learning through clear connections among facts/conventions/skills, and strategies for comprehending and/or composing text. • A progression of learning tasks and assessments is planned to build understanding of the central literacy focus of the learning segment. 	<ul style="list-style-type: none"> • Both learning tasks <i>and</i> the set of assessment tasks focus on multiple dimensions of literacy learning through clear connections among facts/conventions/skills, and strategies for comprehending and/or composing text. • A progression of learning tasks and assessments guides students to build deep understandings of the central literacy focus of the learning segment.

**ELEMENTARY LITERACY RUBRICS
2006-07 PILOT**

PLANNING		MAKING CONTENT ACCESSIBLE	
EL2: How do the plans make the curriculum accessible to the students in the class?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Plans refer to students’ experiential backgrounds³, interests, or prior learning⁴ that have little or no relationship to the learning segment’s literacy standards/objectives. <li style="text-align: center;">OR • There are significant content inaccuracies in plans that will lead to student misunderstandings. 	<ul style="list-style-type: none"> • Plans draw on students’ experiential backgrounds, interests, or prior learning to help students reach the learning segment’s literacy standards/objectives. • Plans for the implementation of learning tasks include support to help students who often struggle with the content. 	<ul style="list-style-type: none"> • Plans draw on students’ prior learning as well as experiential backgrounds or interests to help students reach the learning segment’s literacy standards/objectives. • Plans for implementation of learning tasks include scaffolding or other structured forms of support⁵ to provide access to grade-level literacy standards/objectives. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Plans include well-integrated instructional strategies that are tailored to address a variety of specific student learning needs.

PLANNING		DESIGNING ASSESSMENTS	
EL3: What opportunities do students have to demonstrate their understanding of the standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • There are limited opportunities provided for students to learn what is measured by one or more assessments. <li style="text-align: center;">OR • There is a significant mismatch between one or more assessment instruments or methods and the literacy standards/objectives being assessed. 	<ul style="list-style-type: none"> • Opportunities are provided for students to learn what is assessed. • It is not clear that the assessment of one or more literacy standards/objectives go beyond surface-level understandings. 	<ul style="list-style-type: none"> • Opportunities are provided for students to learn what is assessed. • The assessments allow students to show some depth of understanding or skill with respect to the literacy standards/objectives. • The assessments of literacy access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Assessments are modified, adapted, and/or designed to allow students with special needs opportunities to demonstrate understandings and skills relative to the literacy standards/objectives.

³ Cultural, linguistic, social, economic

⁴ In or out of school

⁵ Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work; strategic groupings of students.

**ELEMENTARY LITERACY RUBRICS
2006-07 PILOT**

INSTRUCTION		ENGAGING STUDENTS IN LEARNING	
EL4: How does the candidate actively engage students in their own understanding of skills and strategies to comprehend and/or compose text?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Students have limited opportunities in the clip(s) to engage with content in ways likely to improve their literacy skills and strategies. OR • The clip(s) do not focus on specific literacy skills and strategies to comprehend and/or compose text. OR • Classroom management is problematic and student behavior interferes with learning. 	<ul style="list-style-type: none"> • Strategies for intellectual engagement seen in the clip(s) offer opportunities for students to develop and/or apply specific literacy skills and strategies to comprehend and/or compose text. 	<ul style="list-style-type: none"> • Strategies for intellectual engagement seen in the clip(s) offer structured opportunities for students to actively develop and/or apply specific literacy skills and strategies to comprehend and/or compose text. • These strategies reflect attention to student characteristics, learning needs, and/or language needs. 	<ul style="list-style-type: none"> • Strategies for intellectual engagement seen in the clip(s) offer structured opportunities for students to actively develop and/or apply specific literacy skills and strategies. • These strategies are explicit, and clearly reflect attention to students with diverse characteristics, learning needs, and/or language needs.

INSTRUCTION		MONITORING STUDENT LEARNING DURING INSTRUCTION	
EL5: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The candidate primarily monitors student understanding of literacy by asking surface-level questions and evaluating student responses as correct or incorrect. • Candidate responses are not likely to promote student thinking. OR • Materials or candidate responses include significant inaccuracies in literacy content that will lead to student misunderstandings. 	<ul style="list-style-type: none"> • The candidate monitors student understanding of literacy by eliciting student responses that require thinking. • Candidate responses represent reasonable attempts to improve student use of literacy skills and strategies. 	<ul style="list-style-type: none"> • The candidate monitors student understanding of literacy by eliciting student responses that require thinking. • Candidate responses build on student input to guide improvement of students' use of literacy skills or strategies. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • The candidate elicits explanations of student thinking, and uses these explanations to further the understanding of all students.

**ELEMENTARY LITERACY RUBRICS
2006-07 PILOT**

ASSESSMENT		ANALYZING STUDENT WORK FROM AN ASSESSMENT	
EL6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The criteria/rubric and analysis have little connection with the identified literacy standards/objectives. OR • Student work samples do not support the conclusions in the analysis. 	<ul style="list-style-type: none"> • The criteria/rubric and analysis focus on what students did right or wrong in relationship to identified literacy standards/objectives. • The analysis of whole class performance describes some differences in levels of student learning for the content assessed. 	<ul style="list-style-type: none"> • The criteria/rubric and analysis focus on patterns of student errors, skills, and understandings to analyze student learning in relation to literacy standards/objectives. • Specific patterns are identified for individuals or subgroup(s) in addition to the whole class. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • The criteria/rubric and analysis focus on partial understandings as well. • The analysis is clear and detailed.

ASSESSMENT		USING ASSESSMENT TO INFORM TEACHING	
EL7: How does the candidate use the analysis of student learning to propose next steps in instruction?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Next steps are vaguely related to or not aligned with the identified student needs. OR • Next steps are not described in sufficient detail to understand them. OR • Next steps are based on inaccurate conclusions about student learning from the assessment analysis. 	<ul style="list-style-type: none"> • Next steps focus on improving student performance through general support that addresses some identified student needs. • Next steps are based on accurate conclusions about student performance on the assessment. 	<ul style="list-style-type: none"> • Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified needs. • Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.

**ELEMENTARY LITERACY RUBRICS
2006-07 PILOT**

REFLECTION		MONITORING STUDENT PROGRESS	
EL8: How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Daily reflections indicate inconsistent monitoring of student performance. • There is limited evidence of adjusting instruction to address student confusion or to challenge students. 	<ul style="list-style-type: none"> • Daily reflections identify what students could or could not do within each lesson. • Adjustments to instruction are focused on improving directions for learning tasks, time management, or reteaching. 	<ul style="list-style-type: none"> • Daily reflections indicate monitoring of student progress toward meeting the standards/objectives for the learning segment. • Adjustments to instruction are focused on addressing some individual and collective learning needs. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Adjustments to instruction are focused on deepening key skills, understanding of literacy concepts, and/or thinking processes.

REFLECTION		REFLECTING ON LEARNING	
EL9: How does the candidate use research, theory, and reflections on teaching and learning to guide practice?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Reflections on teaching practice are erroneously supported through a significant misapplication of theory or research principles. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Changes in teaching practice are not based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> • Reflections on teaching practice are consistent with principles from theory and research. • Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> • Reflections on teaching practice are based on sound knowledge of research and theory linked to knowledge of students in the class. • Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> • Reflections on teaching practice integrate sound knowledge of research and theory about effective teaching practice, knowledge of students in the class, and knowledge of content. • Changes in teaching practice are specific and strategic to improve individual and collective student understanding of standards/objectives.

**ELEMENTARY LITERACY RUBRICS
2006-07 PILOT**

ACADEMIC LANGUAGE		UNDERSTANDING LANGUAGE DEMANDS	
EL10: How does the candidate describe student language development in relation to the language demands of the learning tasks and assessments?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The description of the language demands of learning tasks and assessments is superficial. 	<ul style="list-style-type: none"> • Moving beyond obvious language errors, the candidate’s description of language demands focuses primarily on vocabulary that students may find challenging and indicates why. 	<ul style="list-style-type: none"> • The candidate identifies language demands of the learning tasks and assessments that go beyond vocabulary to include specific text types⁶ or other language demands⁷ that are challenging for individual students or groups of students. • The candidate discusses students’ language strengths as well as needs in relation to the language demands of the learning tasks and assessments. 	<ul style="list-style-type: none"> • The candidate identifies language demands of the learning tasks and assessments that go beyond vocabulary to include specific text types or other language demands that are challenging for individual students or groups of students. • The candidate discusses students’ strengths and needs in relation to these language demands and articulates what makes those particular text types or other demands challenging for particular individuals or groups of students.

⁶ Text types can be oral (e.g., formal presentations, role play activities, partner or group discussions) and/or written (e.g., sequences of story events, pattern sentences, writing narratives).

⁷ These other demands might include understanding a teacher’s oral presentation of information, responding to a question in class, listening to or reading directions, sharing information orally with a partner, or compiling information on a graphic organizer.

**ELEMENTARY LITERACY RUBRICS
2006-07 PILOT**

ACADEMIC LANGUAGE		SUPPORTING ACADEMIC LANGUAGE DEVELOPMENT	
EL11: How do the candidate's planning, instruction, and assessment support academic language development?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The candidate gives little support to students to meet the language demands of the learning tasks. OR • Language and/or content is oversimplified to the point of significantly limiting student access to the core content of the curriculum. 	<ul style="list-style-type: none"> • The candidate attempts to use scaffolding or other support⁸ to address identified gaps between students' current language abilities and the language demands of the learning tasks and assessments. • These supports provide immediate access to content without providing opportunities for students to develop further language proficiency. 	<ul style="list-style-type: none"> • The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency related to the demands of the learning tasks and assessments. 	<ul style="list-style-type: none"> • The candidate's use of scaffolding or other support provides access to core content while also providing opportunities for students to develop further language proficiency related to the demands of the learning tasks and assessments. • The candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development.

⁸ Such support might include one or more of the following: modeling of strategies for comprehending or composing texts; explicit communication of the expected features of oral or written texts (e.g., using rubrics, models, and frames); use of strategies that provide visual representations of content while promoting literacy development (e.g., graphic organizers); vocabulary development techniques (context cues, categorization, analysis of word parts, etc.); opportunities to work together with students with different kinds of language and literacy skills, etc.