

Instructional Context Sheet

Directions: For each video, respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored. Please spell out the first occurrence of acronyms.

Video #: []

Candidate ID#: []

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).
[]
2. Briefly identify. Grades: [] Age Levels: []
Number of Students Taught Daily: [] Average Number of Students in Each Class: []
Courses: []
3. Describe the social and physical context that influenced your instructional choices (available resources such as technology, scheduling of classes, room allocation—own or shared space—etc.).
[]
4. Identify state and/or district mandates you must adhere to that influenced your instruction.
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5. Identify the number, ages, and grades of students in the class featured in this video and the subject matter of the class.
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6. Describe the relevant characteristics of this class that influenced your instructional planning, format, and strategies for this lesson (e.g., ethnic, cultural, and linguistic diversity; the range of abilities of the students; the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of students with exceptional needs; the personality of the class).
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Instructional Planning Form

For each video, follow the directions below. Pages exceeding the maximums indicated will not be scored.

1. Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed.
2. Include a description of your instructional planning and strategies (**no more than 2 double-spaced pages in 11-point Arial font with 1" margins on all sides**) and rationales for your choice of goals, strategies, and materials. **Use the questions in “Writing about Planning” to guide your description.**
3. Include **no more than 3 pages** of instructional materials with this form.

Video #: []

Candidate ID#: []

1. Indicate the unit of instruction.

[]

2. Indicate the instructional goals for the unit.

[]

3. Indicate the goals for the lesson featured in the video.

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4. Indicate the instructional format chosen for the lesson.

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5. Describe the materials or resources used in the lesson.

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6. If this video contains 1–2 allowable edits, please describe the reasons for these transitions.

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Scoring Rubric for MC/Generalist Component 3

Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher is able to establish a safe, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring topics relevant to middle childhood education.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher has established a safe, fair, equitable, and challenging environment that promotes students' self-directed learning and active engagement with the teacher and other students in sharing ideas, conversing purposefully, and listening attentively during activities as students explore topics of substance.
- that the teacher creates a student-centered learning environment based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support collaboration, such as the ability to ask thoughtful questions and respond respectfully to others' ideas.
- that the teacher skillfully monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular constructive feedback to students.
- that the teacher supports all students in developing the dispositions and proficiencies necessary for comprehending, analyzing, and evaluating concepts related to specific content matter.
- that the teacher effectively engages students in learning activities that are authentic, coherent, and connected to the learning goals; sequences and structures instruction so that students can achieve the goals; and creates opportunities for students to engage in meaningful expression.
- that the teacher draws on detailed knowledge of students' diverse backgrounds, prior knowledge, needs, abilities, and interests, and on her or his own knowledge of specific content matter in selecting high, worthwhile, and attainable goals and in selecting instructional approaches and appropriate, rich, and thought-provoking instructional resources that support the goals.
- that the teacher communicates persuasively about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it fully and thoughtfully; reflects insightfully on its implications for future teaching; and strategically seeks ways to improve practice to promote student learning.

Overall, there is *clear, consistent, and convincing* evidence of establishing a safe, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring topics relevant to middle childhood education.

Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher is able to establish a safe, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring topics relevant to middle childhood education.

The Level 3 performance provides *clear* evidence:

- that the teacher has established a safe, fair, equitable, and challenging environment that promotes students' self-directed learning and active engagement with the teacher and other students in sharing ideas, conversing purposefully, and listening attentively during activities as students explore topics of substance.
- that the teacher creates a student-centered learning environment based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support collaboration, such as the ability to ask thoughtful questions and respond respectfully to others' ideas.
- that the teacher ably monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular constructive feedback to students.
- that the teacher supports all students in developing the dispositions and proficiencies necessary for comprehending, analyzing, and evaluating concepts related to specific content matter.
- that the teacher engages students in learning activities that are authentic, coherent, and connected to learning goals; sequences and structures instruction so that students can achieve the goals; and creates opportunities for students to engage in meaningful expression. However, there may be minor lapses in sequencing.
- that the teacher draws on detailed knowledge of students' diverse backgrounds, prior knowledge, needs, abilities, and interests, and on her or his own knowledge of specific content matter in selecting high, worthwhile, and attainable goals and in selecting instructional approaches and appropriate, rich, and thought-provoking instructional resources that support the goals.
- that the teacher communicates effectively about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it fully; reflects on its implications for future teaching; and strategically seeks ways to improve practice to promote student learning.

Overall, there is *clear* evidence of establishing a safe, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring topics relevant to middle childhood education.