



NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

NYSTCE Performance Assessment for Teachers

December 2011

Field Test Instruction Manual

This December 2011 Field Test Instruction Manual for the NYSTCE Performance Assessment for Teachers is intended for field test purposes only. Any of the information is subject to change based in part on information collected during the field test. Support materials, the assessment instrument itself, and procedures and systems for the field test may be superseded by future materials, procedures, and systems.

At this time, information from the field test should not be used to make institutional planning decisions, including changes to curriculum design, student advisement, or equipment purchasing.

It is not appropriate to publish, post online, or otherwise publicly divulge the assessment information.

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What You Need to Know Before You Begin

Overview

The New York State Teacher Certification Examinations (NYSTCE) address New York Education Law and Commissioner's Regulations, which require prospective New York State educators to pass designated tests as a requirement for receiving state certification. The purpose of the NYSTCE is to help identify for certification those teacher and school leadership candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of an educator in New York State public schools.

During meetings in 2009 and 2010, the State of New York Board of Regents approved a number of initiatives for the purpose of transforming teaching and school leadership. In May 2010, the Board of Regents approved an initiative to create a new performance assessment for teachers as a requirement for initial certification.

This performance assessment involves a portfolio system for the evaluation of practice-based teacher skills for the purpose of initial certification. In combination with rigorous content examinations, the performance assessment will require that candidates demonstrate knowledge and skills that promote teacher effectiveness. The performance criteria for the assessment are based on the New York State Teaching Standards, professionally approved standards that define the important knowledge and skills for the profession.

This assessment—the NYSTCE Performance Assessment for Teachers—is being developed by the New York State Education Department with involvement of New York educators and assistance by the Evaluation Systems group of Pearson.

Completing the Assessment

The NYSTCE Performance Assessment for Teachers requires candidates to develop and submit portfolio assessment materials in response to two assessment **tasks**. Each task comprises multiple **parts**; each part requires candidates to complete either a written response or a video recording of the candidate teaching.

Candidates build their portfolios using the NYSTCE electronic portfolio system by completing the following steps:

1. Read this Instruction Manual thoroughly before you begin building your portfolio.
2. Log in to your account and download templates or instructions for each task in the portfolio.
3. Complete your work and upload your work to the electronic portfolio system.
4. Request and receive feedback from your supervising faculty. Please note that all messages sent by candidates and faculty will be sent from an e-mail account called **es-portfolio@pearson.com**.
5. Incorporate feedback from your supervising faculty by revising your work and uploading new versions as appropriate.
6. Submit your work electronically by the assigned due date.
7. After submission, complete the survey in order for your incentive to be processed.

Candidates will access the templates, upload their work, and request feedback from supervising faculty at the NYSTCE performance assessment field test Web site at <https://eportfolio.nystce.nesinc.com>. Access to the NYSTCE electronic portfolio system begins November 1, 2011. Participants in the field test are provided a username and password to log in to the system.

Understanding the Evaluation Criteria

The evidence you submit will be evaluated on a series of performance indicators, as defined by the assessment's evaluation criteria. See Appendix C for the evaluation criteria for each task.

Requirements

Eligibility

Candidates for the field test of the NYSTCE Performance Assessment for Teachers have been selected to complete the assessment. Field test candidates will be provided a username and password to the electronic portfolio system. This assessment is preliminary and under development; it is not a requirement for educator certification in New York State at this time.

Technical Requirements

To complete the NYSTCE Performance Assessment for Teachers field test, you will need access to the following:

1. A desktop or laptop computer

You will need access to a computer with the following minimum specifications:

Operating System	Browsers Supported	Internet Connection	Additional Software Required
Windows	Internet Explorer 7.0 or higher Firefox (latest version)	High speed	Adobe Flash Player 10 or higher* Microsoft® Word™ or OpenOffice
Mac, OS X v10.4 or later	Safari (latest version)	High speed	Adobe Flash Player 10 or higher* Microsoft® Word™ or OpenOffice

*Adobe Flash Player is available free of charge from the Adobe Web site at www.adobe.com.

2. A digital video camera

See the Guidelines for Video Recording (Appendix B) for more information about commonly used video cameras and related equipment, as well as for information about the video file types and sizes accepted by the NYSTCE electronic portfolio system.

Assessment Policies

This section describes the privacy guidelines and legal requirements for participation in the field test of the NYSTCE Performance Assessment for Teachers.

Confidentiality and Attestation of Original Work

The NYSTCE performance assessment instructions and the associated electronic portfolio system are confidential. You will be asked to review and agree to a nondisclosure agreement *before* you log in to the electronic portfolio system. When you submit your materials, you will be prompted to attest that your work is original.

Guidelines for Anonymity

When developing materials for submission of your portfolio assessment, use the following guidelines when referring to yourself, your students, other individuals, institutions, and places in your submission:

- **Yourself:** Do not include your name in any of the materials that you upload in your portfolio.
- **Students:** Use only first names of students. If students have the same first name, refer to the student by first name and initial of last name (e.g., “Maria A.”).
- **Other Individuals:** Refer to other individuals by their relationship to the student, to you, to your institution or by title (e.g., “John’s mother,” “Lee, a second-grade teacher,” “the principal”).
- **Institutions and Places:** Do not include the name or location of your preparation program, school district, facility, or other institution. Refer to institutions by “XX” or by their relationship to you (e.g., “XX High School,” “my school district”).

Video Release Forms

For tasks including a video recording, you should do the following:

- Prior to recording the video, you must obtain a release form for all students or adults who appear in the video.

Sample release forms are provided for your convenience in Appendix A. You may obtain the requisite release in any appropriate form, but first consult with the school or district in which you are student teaching to determine if there are any release forms or procedures already in place.

- Retain a copy of all release forms for your records; these forms may be requested at a future date. The release forms are not to be submitted with your materials.

Privacy Requirements

It is your responsibility to protect the privacy of all individuals who appear in the video.

You may

- upload the video through the NYSTCE electronic portfolio system to your supervising faculty for review;
- submit the video via the NYSTCE electronic portfolio system when you have completed your portfolio;
- make *one* backup copy of the video for your records only.

You may not

- show the video to or share it with family, friends, or any other individual, institution, or entity;
- post the video online;
- retain the back-up copy longer than is necessary, i.e., after you have been notified that your video task has been successfully submitted.

Locating Important Resources

Use the following table to help locate the resource most appropriate to answer your question or resolve your problem.

To...	Follow these instructions...
Access the electronic portfolio system	Visit the NYSTCE performance assessment field test Web site at https://eportfolio.nystce.nesinc.com .
Obtain assessment instructions	Click "Instruction Manual" at the top of any page of the electronic portfolio system to display the Instruction Manual.
Download assessment instructions and templates	Click "My Portfolio" at the top of any page. Use the interface to toggle between the assessment tasks, and click the links to the instructions and templates for each task part to download them.
Learn about using the electronic portfolio system	Click "Help" at the top of any page to access system help features.
Get technical assistance	Ph: (800) 215-0998 Monday through Friday, 9:00 a.m. to 5:00 p.m. eastern time, excluding holidays E-mail: es-eportfolio@pearson.com E-mail will be answered within 1 business day.

Task I: Instruction: Video

Summary

Task I requires you to video-record yourself teaching a lesson in the content area of the certificate you are seeking. Task I consists of the following two parts:

- **Part A—Context.** You will be asked to submit a written response that includes background information for the lesson you plan to teach. This portion of the assessment is not scored, but is required and is designed to provide context for the video-recording.
- **Part B—Instruction: Video.** You will be asked to submit a video-recording of yourself providing instruction. You must video-record a lesson or part of a lesson that is 15–20 minutes in length.

Guidelines

Review the following guidelines before you prepare your responses to Task I:

- If you are seeking a Multi-Subject certificate, provide your instruction in English Language Arts and Literacy, as defined in the Common Core Standards.
- If you are seeking a secondary-level or K–12 certificate, provide your instruction in the content area of the certificate.
- Review the Guidelines for Video-Recording (see Appendix B).
- Review the Guidelines for Anonymity (see Section 1).
- Review the Task I Evaluation Criteria (see Appendix C).

Completing Task I

To complete Task I:

Part	Getting Started	What to Submit
Part A	Read the Part A Overview, Assignment, and Response Guidelines on the following pages. Log in to the NYSTCE electronic portfolio system and click "My Portfolio." Download the template for Part A.	2-page written response
Part B	Read the Part B Overview, Assignment, and Response Guidelines on the following pages. Read and follow the Guidelines for Video-Recording (see Appendix B).	15–20 minute video-recording

Part A: Context

Overview

Directions	Provide the requested background and context information for Task 1. Be sure to respond to each point in the Assignment below, and prepare your response according to the Response Guidelines that follow.	
Response Format	Template	A document template is provided for your response. Download this template from NYSTCE electronic portfolio system.
	Supported file types	Microsoft Word (doc, docx), OpenOffice (odt), Adobe Acrobat Portable Document Format (pdf)
	Text format	Use the template's default settings: Arial 11-point type, single-spaced, with 1" margins on all sides.
	Response length	Your response should be no longer than 2 pages.
	File submission	Upload your response to your My Portfolio page on the NYSTCE electronic portfolio system.

Assignment

Provide background information for a lesson for a class you are assigned to teach. You will be required to submit a video-recording of the lesson or a portion of the lesson that is 15–20 minutes in length. Include the following:

- **Background Information:**
 - Content area you teach
 - Grade level(s) of the students in the class
 - Number of students in the class
- **Lesson Objectives and Criteria for Success:**
 - Intended student learning outcomes as a result of the lesson
 - New York State Learning Standards addressed in the lesson, including the Common Core Standards for Mathematics and English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, as applicable
 - Criteria that will be used to evaluate student success in achieving learning outcomes
- **Assessment and Other Factors that Affected Lesson Planning:**
 - Describe information obtained from previous formative and summative assessments that gave you insight into your students' prior knowledge relevant to your lesson.
 - Describe characteristics of your students that affected your lesson planning (e.g., diverse learning needs; economic, social, cultural, linguistic, family, and community factors; student developmental levels and interests).

- Describe your students' prior instruction relevant to the lesson.
- Describe other factors that affected lesson planning (e.g., existing student groupings, district mandates, required instructional materials or methods).

Response Guidelines

- Download the template for Task I, Part A, and enter your response where indicated.
- Provide contextual information that will allow scorers to evaluate the effectiveness of the instruction you record and submit in Part B.
- Plan your lesson with the 15–20-minute time constraint in mind.
- Plan a lesson in which you will provide students with instruction designed to result in student learning. Classroom instruction that is based primarily on a review lesson, quiz, guest speaker, book readings, or Internet research may not allow you to demonstrate your teaching skills.

Part B: Instruction: Video

Overview

Directions	Provide a video-recording of a 15–20 minute lesson or portion of a lesson. Be sure to respond to each point in the Assignment below, and prepare your video according to the Response Guidelines that follow.	
Permissions and confidentiality	Before video-recording, secure the appropriate permissions from the parents/guardians of your students and from any adults that appear on the video.	
Response Format	Recording	Both you and your students should be visible and clearly heard on the video submitted. Tips for video-recording are included in the Guidelines for Video-Recording (Appendix B).
	Editing	Your video should be continuous and unedited, with no interruption in video-recording. If there is an interruption beyond your control (e.g., fire drill), please note it in your response to Part A.
	Supported file types	Audio Visual Interleave (.avi), QuickTime content (.qt, .mov), MPEG-4 (.mp4), Windows Media Video (.wmv). These video formats are supported by a number of media players. For more information, see the Guidelines for Video-Recording (Appendix B).
	Response length	Your recording should be 15–20 minutes in length.
	File submission	Upload your video file to your My Portfolio page on the NYSTCE electronic portfolio system.

Assignment

Video-record a 15–20 minute lesson or portion of a lesson. You must provide instruction in the content area of the certificate you are seeking. If you are seeking a Multi-Subject certificate, you must provide instruction in English Language Arts and Literacy, as defined in the Common Core Standards. If you are seeking a secondary-level or K–12 certificate, you must provide instruction in the content area of the certificate.

You will be evaluated on your demonstrated ability related to the performance categories of the evaluation criteria, as indicated below:

1. Plan and Organize the Lesson for Learning
2. Promote Student Interest and Engagement
3. Demonstrate High Expectations for Student Learning
4. Respond to Diverse Student Characteristics and Needs
5. Make Ideas Clear, Connected, and Accessible to Students
6. Ask Questions and Lead Discussions to Promote Learning
7. Maintain a Positive Emotional Climate
8. Manage the Classroom to Maximize Productivity

9. Manage the Classroom to Promote Learning
10. Assess Student Performance and Progress

Response Guidelines

- Secure necessary permission forms from parents/guardians and adults (see Appendix A).
- Plan how you will secure video-recording equipment needed to prepare your submission. If you do not have your own digital video-recording equipment, you may wish to check with your preparation program or the school where your recording will take place and ask if there is equipment available for your use.
- Video-record the lesson or a portion of the lesson you describe in Part A.
- Limit administrative duties (e.g., taking attendance, proctoring tests, collecting homework) and use of instructional media (e.g., film, slide, or audiotape presentation) in your recording.
- The lesson must be implemented with your actual class and must represent an actual teaching situation (not scripted, simulated, or staged). Student actions and responses must not have been rehearsed.
- The lesson you video-record cannot be co-taught. You must have the primary responsibility for teaching the lesson. Other teachers and/or educational support staff may be present but must not interfere with the scorers' ability to rate your performance.
- Record your instruction for a period of at least 15 minutes, but for no longer than 20 minutes. Scorers will view only the first 20 minutes of your video-recording. Your video-recording will not be scored if it is less than 15 minutes.
- The recording must be continuous. It must not have any breaks except for interruptions beyond your control (e.g., a fire drill). If there is an interruption beyond your control and your recording has a break, you must explain it in your response to Part A.
- Ensure the audio and video components of your recording are clear and of a quality that enables scorers to rate your performance (i.e., scorers must be able to clearly view your instruction and hear you and your students). The evaluation criteria include some performance indicators that focus on you and some performance indicators that focus on your students, so it is important for the scorers to be able to see and hear both you and your students clearly.
- Clearly capture information on chalkboards, flipcharts, or overhead screens if it is an integral part of your lesson.
- Do not edit or electronically enhance your video or audio-recording in any way (e.g., deleting sounds, adding subtitles, using freeze-frames or other special effects).

Task II: Data-Driven Lesson Planning, Instruction (Video), and Reflection

Summary

Task II requires you to video-record yourself teaching a lesson in the content area of the certificate you are seeking and to prepare written responses about your lesson. Your lesson should incorporate assessment. Task II consists of the following three parts:

- **Part A—Data-Driven Lesson Planning.** You will be asked to provide a lesson plan for a class you are assigned to teach. Your response should include background information, including prior assessment and other factors that influenced your lesson planning.
- **Part B—Instruction: Video.** You will be asked to submit a video-recording of yourself providing instruction. You must video-record a lesson or part of a lesson that is 15–20 minutes in length.
- **Part C—Outcomes-Based Analysis and Reflection.** You will be asked to submit a written response in which you analyze and reflect on the lesson you implemented.

Guidelines

Review the following guidelines before you prepare your responses to Task II:

- If you are seeking a Multi-Subject certificate, provide your instruction in mathematics, as defined in the Common Core Standards.
- If you are seeking a secondary-level or K–12 certificate, provide your instruction in the content area of the certificate.
- Review the Guidelines for Video-Recording (see Appendix B).
- Review the Guidelines for Anonymity (see Section 1).
- Review the Task II Evaluation Criteria (see Appendix C).

Completing Task II

To complete Task II:

Part	Getting Started	What to Submit
Part A	Read the Part A Overview, Assignment, and Response Guidelines on the following pages. Log in to the NYSTCE electronic portfolio system and click "My Portfolio." Download the template for Part A.	5-page written response
Part B	Read the Part B Overview, Assignment, and Response Guidelines on the following pages. Read and follow the Guidelines for Video-Recording (see Appendix B).	15–20 minute video-recording
Part C	Read the Part C Overview, Assignment, and Response Guidelines on the following pages. Log in to the NYSTCE electronic portfolio system and click "My Portfolio." Download the template for Part C.	2-page written response

Part A: Data-Driven Lesson Planning

Overview

Directions	Provide the lesson plan and contextual information for the class you have selected for Task II. Be sure to respond to each point in the Assignment below, and prepare your response according to the Response Guidelines that follow.	
Response Format	Template	A document template is provided for your response. Download this template from the NYSTCE electronic portfolio system.
	Supported file types	Microsoft Word (doc, docx), OpenOffice (odt), Adobe Acrobat Portable Document Format (pdf)
	Text format	Use the template's default settings: Arial 11-point type, single-spaced, with 1" margins on all sides.
	Response length	Your response should be no longer than 5 pages and may include 4 pages of text and 1 page of spreadsheet data.
	File submission	Upload your response to your My Portfolio page on the NYSTCE electronic portfolio system.

Assignment

Plan a lesson for a class you are assigned to teach. You will be required to submit a video-recording of the lesson or a portion of the lesson that is 15–20 minutes in length.

In your lesson, you must:

- Provide instruction in the content area of the certificate you are seeking. If you are seeking a Multi-Subject certificate, you must provide instruction in mathematics. If you are seeking a secondary-level or K–12 certificate, you must provide instruction in the content area of the certificate.
- Incorporate assessment in the instruction.

Include the following information for the lesson:

- **Background Information:**
 - Content area you teach
 - Grade level(s) of the students in the class
 - Number of students in the class
- **Lesson Objectives and Criteria for Success:**
 - Intended student learning outcomes as a result of the lesson
 - New York State Learning Standards addressed in the lesson, including the Common Core Standards for Mathematics and English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, as applicable
 - Criteria that will be used to evaluate student success in achieving learning outcomes

- **Assessments that Affected Lesson Planning:**
 - Describe information obtained from previous formative and summative assessments that gave you insight into your students' relevant prior knowledge, and explain how this information influenced your lesson planning.
 - Create a spreadsheet of student assessment information relevant to your lesson. Analyze and manipulate the data to demonstrate in table or graphic form the student learning need your lesson will address. Explain how the data demonstrate the student learning need your lesson will address.
- **Other Factors that Affected Lesson Planning:**
 - Describe students in your class who have special educational needs (e.g., English Language Learners, students with disabilities, students who are gifted), and explain how you addressed those needs in your planning for the lesson.
 - Describe other characteristics of your students that affected your lesson planning (e.g., diverse learning needs; economic, social, cultural, family, and community factors; student developmental levels and interests), and explain how those characteristics influenced your planning and/or instruction for the submitted lesson.
 - Describe your students' prior instruction relevant to the lesson, and explain how their prior learning influenced your planning and/or instruction for the submitted lesson.
 - Describe other factors that affected lesson planning (e.g., existing student groupings, district mandates, required instructional materials or methods), and explain how those factors influenced your planning and/or instruction for the submitted lesson.
- **Lesson Plan Steps and Procedures:**
 - Describe the major steps and procedures (e.g., teacher actions, student actions, grouping procedures) you will follow during the entire lesson.
 - Describe and provide a rationale for the type(s) of assessment to be used at one or more points during and/or after your lesson to evaluate student success in achieving learning outcomes.
- **Lesson Strengths:**
 - Explain why the submitted lesson should be effective in promoting student success in achieving the identified learning outcomes.

Response Guidelines

- Download the template for Task II, Part A, and enter your response where indicated.
- Provide a response that includes evidence of your knowledge and skills relative to the Evaluation Criteria, as indicated in Appendix C.
- Plan your lesson with the 15–20-minute time constraint in mind.
- Plan a lesson in which you will provide students with instruction designed to result in student learning. Classroom instruction that is based primarily on a review lesson, quiz, guest speaker, book readings, or Internet research may not allow you to demonstrate your teaching skills.
- Insert a spreadsheet that contains student assessment information relevant to your lesson. To do so, you may first wish to save the spreadsheet as a PDF or a graphic image. Then insert the image into your response by following the instructions in your word-processing software. For example, in Microsoft® Word™, you would select "Insert > Picture > From File..." and follow the instructions to locate the image and place it into your response.

The figure below illustrates a sample spreadsheet containing student assessment information.

8th Grade Algebra Semester 1												
Student	Lesson and Grades											
	1.1 Fractions	1.2 Exponents	1.3 Decimals and Percent	1.4 Order of Operations	Unit 1 Test	2.1 Expressions	2.2 Absolute Value	2.3 Solving Equations	2.4 Solving Inequalities	2.5 Set Operations	Unit 2 Test	
Lastname, Student 1	92%	95%	80%	88%	95%	92%	88%	95%	90%	100%	95%	
Lastname, Student 2	85%	80%	68%	78%	80%	75%	75%	75%	68%	72%	70%	
Lastname, Student 3	95%	95%	90%	100%	100%	95%	92%	98%	98%	100%	100%	
Lastname, Student 4	75%	75%	70%	82%	80%	75%	80%	82%	75%	88%	82%	
Lastname, Student 5	85%	90%	85%	88%	85%	92%	95%	95%	90%	88%	90%	
Lastname, Student 6	68%	65%	65%	62%	65%	72%	68%	68%	62%	62%	62%	
Lastname, Student 7	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	
Lastname, Student 8	95%	95%	68%	98%	95%	88%	95%	92%	92%	95%	95%	
Lastname, Student 9	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
Lastname, Student 10	75%	78%	72%	82%	82%	75%	78%	75%	75%	80%	82%	
Lastname, Student 11	92%	85%	70%	88%	90%	92%	95%	92%	90%	85%	90%	
Lastname, Student 12	88%	85%	88%	85%	88%	90%	95%	88%	88%	85%	90%	
Lastname, Student 13	92%	90%	68%	78%	85%	88%	90%	85%	90%	92%	88%	

Part B: Instruction: Video

Overview

Directions	Provide a video-recording of a 15–20 minute lesson. Be sure to respond to each point in the Assignment below, and prepare your video according to the Response Guidelines that follow.	
Permissions and confidentiality	Before video-recording, secure the appropriate permissions from the parents/guardians of your students and from any adults that appear on the video.	
Response Format	Recording	Both you and your students should be visible and clearly heard on the video submitted. Tips for video-recording are included in the Guidelines for Video-Recording (Appendix B).
	Editing	Your video should be continuous and unedited, with no interruption in video-recording. If there is an interruption beyond your control (e.g., fire drill), please note it in your response to Part A.
	Supported file types	Audio Visual Interleave (.avi), QuickTime content (.qt, .mov), MPEG-4 (.mp4), Windows Media Video (.wmv). These video formats are supported by a number of media players. For more information, see the Guidelines for Video-Recording (Appendix B).
	Response length	Your recording should be 15–20 minutes in length.
	File submission	Upload your video file to your My Portfolio page on the NYSTCE electronic portfolio system.

Assignment

Video-record a 15–20 minute lesson or portion of a lesson described in Part A. You must provide instruction in the content area of the certificate you are seeking. If you are seeking a Multi-Subject certificate, you must provide instruction in mathematics, as defined in the Common Core Standards. If you are seeking a secondary-level or K–12 certificate, you must provide instruction in the content area of the certificate.

You will be evaluated on your demonstrated ability related to the performance categories of the evaluation criteria, as indicated below:

1. Plan and Organize the Lesson for Learning
2. Promote Student Interest and Engagement
3. Demonstrate High Expectations for Student Learning
4. Respond to Diverse Student Characteristics and Needs
5. Make Ideas Clear, Connected, and Accessible to Students
6. Ask Questions and Lead Discussions to Promote Learning
7. Maintain a Positive Emotional Climate
8. Manage the Classroom to Maximize Productivity

9. Manage the Classroom to Promote Learning
10. Assess Student Performance and Progress

Response Guidelines

- Secure necessary permission forms from parents/guardians and adults (see Appendix A).
- Plan how you will secure video-recording equipment needed to prepare your submission. If you do not have your own digital video-recording equipment, you may wish to check with your preparation program or the school where your recording will take place and ask if there is equipment available for your use.
- Video-record the lesson or a portion of the lesson you describe in Part A.
- Limit administrative duties (e.g., taking attendance, proctoring tests, collecting homework) and use of instructional media (e.g., film, slide, or audiotape presentation in your recording).
- The lesson must be implemented with your actual class and must represent an actual teaching situation (not scripted, simulated, or staged). Student actions and responses must not have been rehearsed.
- The lesson you video-record cannot be co-taught. You must have the primary responsibility for planning, teaching, and evaluating the lesson. Other teachers and/or educational support staff may be present but must not interfere with the scorers' ability to rate your performance.
- Record your instruction for a period of at least 15 minutes, but for no longer than 20 minutes. Scorers will view only the first 20 minutes of your video-recording. Your video-recording will not be scored if it is less than 15 minutes.
- The recording must be continuous. It must not have any breaks except for interruptions beyond your control (e.g., a fire drill). If there is an interruption beyond your control and your recording has a break, you must explain it in your response to Part A.
- Ensure the audio and video components of your recording are clear and of a quality that enables scorers to rate your performance (i.e., scorers must be able to clearly view your instruction and hear you and your students). The evaluation criteria include some performance indicators that focus on you and some performance indicators that focus on your students, so it is important for the scorers to be able to see and hear both you and your students clearly.
- Clearly capture information on chalkboards, flipcharts, or overhead screens if it is an integral part of your lesson.
- Do not edit or electronically enhance your video or audio-recording in any way (e.g., deleting sounds, adding subtitles, using freeze-frames or other special effects).

Part C: Outcomes-Based Analysis and Reflection

Overview

Directions	Provide the requested analysis and reflection on the lesson you implemented. Be sure to respond to each point in the Assignment below, and prepare your response according to the Response Guidelines that follow.	
Response Format	Template	A document template is provided for your response. Download this template from the NYSTCE electronic portfolio system.
	Supported file types	Microsoft Word (doc, docx), OpenOffice (odt), Adobe Acrobat Portable Document Format (pdf)
	Text format	Use the template's default settings: Arial 11-point type, single-spaced, with 1" margins on all sides.
	Response length	Your response should be no longer than 2 pages.
	File submission	Upload your response to your My Portfolio page on the NYSTCE electronic portfolio system.

Assignment

Analyze and reflect on the lesson you implemented. Include the following:

- **Analysis and Planning:** Citing specific evidence from monitoring during the lesson and/or from an assessment delivered after the lesson:
 - explain whether the intended student learning outcomes were achieved as a result of the lesson for the class as a whole and for one or more students with special educational needs (e.g., English language learner(s), student(s) with disabilities);
 - identify a key area of need for the whole class, a group of students, or a particular student; and
 - describe one strategy you would use to help the whole class, the group of students, or the particular student fully achieve the targeted learning outcomes, and explain why that strategy would be effective in meeting the identified student need.
- **Reflection on the Lesson:** Describe what you did well to promote student learning during the lesson and areas where improvement is needed, citing specific evidence from the video. Base your analysis on expectations as defined in the Part B (Video) evaluation criteria. Then describe one change to your planning or teaching that would improve the lesson's effectiveness the next time you teach it, and explain how the change would improve student achievement of learning outcomes.

Response Guidelines

- Download the template for Task II, Part C, and enter your response where indicated.
- Provide a response that includes evidence of your knowledge and skills relative to the Evaluation Criteria, as indicated in Appendix C.

Appendix A: Video Release Forms

Overview

Review and follow the guidelines below before you submit your video-recordings.

- Prior to filming the video, you must obtain a release form for all students or adults who appear in a video.
- The following sample release forms are provided for your convenience. You may obtain the requisite release in any appropriate form, but first consult with the school or district in which you are student teaching or completing your internship to determine if there are any release forms or procedures already in place.
- The release forms are not to be submitted with your materials, but you should retain a copy of all release forms for your records as such release forms may be requested at a future date.

Privacy requirements. It is your responsibility to protect the privacy of all individuals who appear in the video.

You may

- upload the video through the NYSTCE electronic portfolio system to your supervising faculty member for review;
- submit the video via the NYSTCE electronic portfolio system when you have completed your portfolio task(s);
- make *one* back-up copy of the video for your records only.

You may not

- show the video to or share it with family, friends, or any other individual, institution, or entity;
- post the video online;
- retain the back-up copy longer than is necessary, i.e., after you have been notified that your video task has been successfully submitted.

Sample Request to a Parent/Guardian/Student for a Video Release Form

Candidate Name:

(First)

(Middle Initial)

(Last)

Date: _____

Dear Parent / Guardian / Student:

I am participating in a field assessment process for teacher candidates, which requires, in part, that I provide two short videos showing my performance as a classroom teacher. The purpose of the assessments will be to evaluate an individual's performance as a prospective teacher for the purpose of initial certification as a teacher in New York State. The focus of the videos will be on my teaching performance, and not on other teachers or any of the individual students in the class. However, during the course of the videos, your child may appear on the videos. The videos may be submitted as part of my assessment portfolio to a testing company for evaluation of my performance. The videos may be used for training or research purposes in a confidential and secure setting. The purpose of this assessment process is to evaluate my teaching performance.

Your child's name will not appear on any of the materials that may be submitted, and materials will be kept confidential at all times.

Please provide your permission to use your child's image by completing the video release form provided.

Thank you,

(Candidate Signature)

Sample Student Release Form for Student Under 18

Student Name:

(First)

(Middle Initial)

(Last)

School/Teacher:

Your Address:

I am the parent/legal guardian of the child named above. I have read and understand the information you provided related to the use of my child's image in the video(s) to be submitted for field assessment purposes, and I agree to the following:

_____ ***IDO** give permission to you to include my child's image on video as part of video(s) showing your classroom performance, to be used for the purpose of assessing your performance as part of the field assessment process for the NYSTCE Performance Assessment for Teachers. I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.*

_____ ***IDO NOT** give permission to you to include my child's image on video as part of video(s) showing your classroom performance, to be used for the purpose of assessing your performance as part of the field assessment process for the NYSTCE Performance Assessment for Teachers.*

Signature of Parent or Legal Guardian:

Date: _____

Sample Student Release Form for Student Over 18

Student Name:

(First)

(Middle Initial)

(Last)

School/Teacher:

Your Address:

I am the student named above and am at least 18 years of age. I have read and understand the information you provided related to the use of my image in the videos to be submitted for field assessment purposes, and I agree to the following:

_____ ***IDO*** give permission to you to include my image on video as part of video(s) showing your classroom performance, to be used for the purpose of assessing your performance as part of the field assessment process for the NYSTCE Performance Assessment for Teachers. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

_____ ***IDO NOT*** give permission to you to include my image on video as part of video(s) showing your classroom performance, to be used for the purpose of assessing your performance as part of the field assessment process for the NYSTCE Performance Assessment for Teachers.

Signature of Student:

_____ *Date:* _____

Date of Birth: _____

Sample Request to an Adult for a Video Release Form

Candidate Name:

(First)

(Middle Initial)

(Last)

Date: _____

Dear Teacher or Other Individual:

I am participating in a field assessment process for teacher candidates, which requires, in part, that I provide two short videos showing my performance as a classroom teacher. The purpose of the assessments will be to evaluate an individual's performance as a prospective teacher for the purpose of initial certification as a teacher in New York State. The focus of the videos will be on my teaching performance and not on other teachers or any of the individual students in the class. However, during the course of the videos, you may appear on the videos. The videos may be submitted as part of my portfolio to a testing company for evaluation of my performance. The videos may be used for training or research purposes in a confidential and secure setting. The purpose of this assessment process is to evaluate my teaching performance.

Your name will not appear on any of the materials that may be submitted, and materials will be kept confidential at all times.

Please provide your permission to use your image by completing the video release form provided.

Thank you,

(Candidate Signature)

Sample Adult Release Form

Name: _____
(First) (Middle Initial) (Last)

School: _____

Your Address: _____

I have read and understand the information you provided related to the use of my image in the video(s) to be submitted for field assessment purposes, and I agree to the following:

_____ ***IDO*** give permission to you to include my image on video as part of video(s) showing your classroom performance, to be used for the purpose of assessing your performance as part of the field assessment process for the NYSTCE Performance Assessment for Teachers. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

_____ ***IDO NOT*** give permission to you to include my image on video as part of video(s) showing your classroom performance, to be used for the purpose of assessing your performance as part of the field assessment process for the NYSTCE Performance Assessment for Teachers.

Signature: _____

Date: _____

Appendix B: Guidelines for Video-Recording

The following guidelines will help you prepare for, conduct, and complete your video-recording tasks:

Step 1: Plan Your Video-Recording Session

Step 2: Conduct Your Video-Recording Session

Step 3: Check and Prepare Your Video for Uploading

Step 4: Upload Your Video

This section of the Instruction Manual also contains information that will help you with the following topics:

Equipment Requirements and Specifications

Supported Video Formats

Media Format Recommendations

Suggested Seating Arrangements and Setup for Video-Recording

Step 1: Plan Your Video-Recording Session

Review the assessment requirements.

Previous sections of this Instruction Manual describe the assignments you are responsible for completing. Make sure that you read these thoroughly before planning your recording session.

If your video recording does not meet the requirements of the assessment, it may receive a rating of "Requirements Not Met."

Reserve your equipment.

You will need

- a digital camcorder or video camera, and
- a tripod or other stabilizing device (optional, but recommended).

If you do not have your own equipment, investigate borrowing equipment from your preparation program or the school where your recording will take place.

Obtain video release forms for participants.

Inform participants in advance that they will be recorded so they will be aware and prepared.

It is your responsibility to obtain and keep video release forms *prior to* recording. You may use the sample video release forms provided in Appendix A of this Manual as models.

Other teachers and/or educational support personnel may remain in the room during the video-recording, but they should not be involved in providing a substantial portion of the instruction (more than about a minute).

Decide whether to use self-recording or a camera operator.

You can prepare the video-recording by self-recording or by having another person in your school (e.g., teacher, teaching intern, paraprofessional, student, school district staff member) serve as the camera operator.

For diagrams showing a variety of fixed-camcorder arrangements and camera-operator arrangements, see "Suggested Seating Arrangements and Setup for Video-Recording" later in this section.

Step 1, continued

Select a location.

Consider the following when selecting a location:

- Use a quiet location so that you and the participants can be heard in the video recording. Be aware that camcorder microphones often amplify sounds from heating vents, air conditioners, fans, and playground and street noises, etc., so avoid an area with excessive background noise.
- Make sure you will be clearly visible and audible during the recording.
- Clearly capture information on overhead screens or other displays (if used) if it is an integral part of the session.

Practice.

Consider making one or more practice recordings before creating your video recording for submission.

Practicing may help you, the participants, and the camera operator (if applicable)

- become more comfortable with the equipment and process,
- make sure that the video equipment is working properly, and
- familiarize yourself with the camcorder's controls.

Maintain steady video-recording and avoid unnecessary zooming in and out. Play back your practice video to review the image quality and audio volume and clarity. At this time, make any necessary adjustments in your setup.

Step 2: Conduct Your Video-Recording Session

-
- Set up your equipment.** Take the following steps before you start recording:
- secure the camcorder onto the tripod or other stabilization device
 - connect the camcorder to an appropriate power source (AC outlet or fully charged battery pack)
 - turn on the AUTOFOCUS function
 - turn off the DATE/TIME display to avoid having this permanently embedded into the video-recording
 - check to ensure that all recording equipment is in proper working order by recording, then viewing and listening to, a trial video segment
-
- Begin recording.** Begin recording using a timer or have the camera operator keep track of recording time to ensure that your video-recording conforms to the required length.
-
- Communicate clearly.** Communicate clearly to enhance the quality of the audio recording.
- Ensure that you and your students are framed on-camera in such a way as to accurately record the ongoing classroom interaction during your lesson. The evaluation criteria include some performance indicators that focus on you and some performance indicators that focus on your students, so it is important for the scorers to be able to see and hear both you and your students clearly
-
- Finish recording.** Make sure that you have recorded for the required length of time, and turn off all recording equipment when your recording session is completed.
- Do not edit or digitally enhance or alter the video-recording (e.g., deleting sounds, adding subtitles, using freeze-frames or other special effects). This will cause your submission to receive a rating of "Requirements Not Met."
-

Step 3: Check and Prepare Your Video Recording for Uploading

Check the recording.

After your recording session is completed, review your video. Make sure that

- there are no breaks, interruptions, or stops/starts in the recording, unless there is a break beyond your control (e.g., a fire drill);
- scorers will be able to clearly see and hear all of the content of the video-recording;
- only your intended content appears on the video-recording;
- the video-recording conforms to the required minimum of time of the session (Any submission that contains less than the required minimum of the video-recorded session will be rated as "Requirements Not Met.");
- the portion of the session that you wish to be viewed by scorers is at the beginning of the video-recording and within the required time limit (Scorers will be instructed to stop viewing submissions after they have run for the required time. If your recorded session is longer than the required time and you submit the entire recording, your score will be based on the recording that is within the required time limit from the beginning of the video.);
- the video-recording is not edited in any way (no audio deletions, subtitles, freeze-frames, or other special effects).

Transfer the video to your computer.

Follow the same steps you normally would to download/transfer video files from your camcorder (or an external storage device) to your computer. This can usually be done using software that was packaged with your camcorder.

As long as the video file is visible on a drive, memory card, etc., that you can browse to from your local computer, you should be able to upload the file to the electronic portfolio system from that location.

It is highly recommended that you use digital recording equipment because of its ease of use. However, if you used an analog camcorder to record your video, please refer to your camcorder's user's manual or specifications for instructions on how to generate a digital video file.

Make a copy of your video file.

In case of possible loss or damage to your submitted video-recording, it is recommended that you temporarily keep an electronic copy of the video file for your records. Your video files in the system will not be accessible once you submit them for scoring.

Step 4: Upload Your Video

Upload your video file. On the My Portfolio page of the NYSTCE electronic portfolio system, click "Upload" and follow the instructions to indicate to the system the location of your video file. You should ensure that the digital video file is accessible on your computer, i.e., you should be able to browse to the file location during the upload file dialog prompt.

You must upload the original video file. The system does not accept external links (URLs).

We recommend uploading files smaller than 150 MB in size. If your camera software provides tools to compress your video for upload to video sharing sites, you might want to use them to make your file smaller to reduce upload time.

View your video file online.

After you upload your video file, you should review it within the NYSTCE electronic portfolio system to ensure that the file displays properly. To play videos, you will use the video player that is embedded within the system. When you click "View" from your My Portfolio page, the first frame of the video recording will initially display in the embedded player. Use the controls to start and pause the recording, and to adjust the volume, etc.

The system allows only you and your designated supervising faculty member to have access to the video file. You may not

- show the video to or share it with family, friends, or any other individual, institution, or entity;
- post the video online;
- retain the backup copy longer than is necessary, i.e., after you have been notified that your video task has been successfully submitted.

Step 4, continued

Request feedback from your supervising faculty member.

Click "Feedback" from your My Portfolio page to request feedback from your supervising faculty member.

When you use the system to send a request for feedback, the faculty member will then have access to the most recent version of your video file. With his or her access, the supervising faculty member will be able to play the video and send you feedback comments; he or she will not be able to alter or remove your video. Your supervising faculty member will be able to view your video only after you have explicitly requested his or her review; prior to that, the supervising faculty member will not have the appropriate information to access your file in the system.

Update and replace your video file, if needed.

You can re-record your presentation and upload the newer video-recording. The newer version will automatically replace the previously uploaded version. The system does not allow videos to be deleted, but you can replace them. The new file can be a revision to a previously uploaded file or a completely new video file.

The system does not provide any edit capabilities for uploaded files. The objective of the video recordings of this assessment is to evaluate your performance as it was originally captured on video without any subsequent editing of the video file.

Furthermore, other than trimming your video at the beginning or end in order to meet the time requirements, you should not edit your video-recordings prior to uploading.

Equipment Requirements and Specifications

You should use a digital camcorder or video camera that supports the following:

- at least one of the supported video formats (see "Supported Video Formats" below)
- at least one of the recommended video resolutions (see "Media Format Recommendations" below). HD (high definition) video will require compression for uploading.
- recording times that are at least the length of time your video is required to be (Even though the amount of time that can be recorded depends on several factors such as the resolution setting, you will want to make sure the camcorder can hold at least the time required by the assessment. See the task description pages in this Instruction Manual for details.)

Camcorders and Cameras

The following are just a few examples of digital camcorders available. Links to Web sites that sell these camcorders are included for your convenience so that you can review device features and specifications.

Please be aware that the products listed below are widely available from many other Web sites and vendors and that they are just a small sample of many video-recording devices that should be adequate.

- Coby CAM4000 SNAP Mini Digital Camcorder/Camera
http://www.bhphotovideo.com/c/product/662276-REG/Coby_CAM4000_CAM4000_SNAPP_Mini_Digital.html
- Flip Video UltraHD Camcorder
http://www.bhphotovideo.com/c/product/616340-REG/Flip_Video_U2120W_UltraHD_Camcorder_White.html
- Kodak Mini Video Camera
http://www.bhphotovideo.com/c/product/726197-REG/Kodak_8318867_Mini_Video_Camera_Gray.html
- Samsung SMX-C10 Memory Camcorder
http://www.bhphotovideo.com/c/product/637663-REG/Samsung_SMX_C10LN_SMX_C10_Memory_Camcorder.html
- Sony MHS-CM5 bloggic Camcorder
http://www.bhphotovideo.com/c/product/670898-REG/Sony_MHSCM5_V.html

Other Equipment

For the best video and audio recording, it is recommended that you use the following:

- a new SD card, CompactFlash Card, Memory Stick, or other data storage device for capturing the video
- a tripod or other camcorder stabilization device, as well as electronic image stabilization in the camcorder, if available
- an external microphone placed close to you and the video participants rather than the built-in microphone if the camcorder supports an external microphone input
- an AC power source to operate the camcorder when an AC power adapter is available; for battery-powered camcorders, use fully charged, good quality batteries (if the battery charge is low, the quality of the video-recording may be adversely affected)

Supported Video Formats

The following table lists the recommended file formats to be uploaded to the NYSTCE electronic portfolio system. Please refer to your camcorder's user manual or specifications to determine your camcorder's video format recording options.

Video File Type	Common File Extensions	Video Codecs	Media Player Support*
AVI – Audio Visual Interleave	.avi	wide variety; DivX, MJPEG are common	Supported by variety of media players including Windows Media Player
QuickTime Content	.qt, .mov	H.264	QuickTime
MPEG-4	.mp4	MPEG-4 AVC/H.264 or MPEG-4 ASP	QuickTime
WMV – Windows Media Video	.wmv	WMV	Windows Media Player

* These video formats are supported by a number of media players. Only the more common players are listed here for reference.

Note: While the system will allow you to upload video files in other formats, those listed in the table have wide support, and players for these formats are generally available.

Media Format Recommendations

Once you have acquired the video-recording equipment to be used, you need to make sure the camcorder settings are appropriate for capturing your presentation/delivery and are compatible with the NYSTCE electronic portfolio system. Because it is best to upload video in its original format, the recording settings should match the recommended format and resolution. This way the digital file created when you record will meet the suggested specifications without any additional effort or conversion on your part.

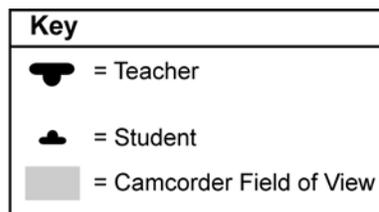
- **Format:** Generally, if your file is in any of the above video formats, the system will be able to upload the video file and add it as your work for a specific task part. If the original file format created by your camcorder is not one of the above types, the system may still permit you to upload the video file.
- **Resolution:** It is recommended that you keep the actual file size of your uploaded video to 150 MB or less. To achieve this, it is important to set the proper resolution on your camera prior to beginning your recording. Commonly used lower resolutions like "320 x 240" and "640 x 480" will yield the best results. Higher resolutions and "HD quality" will yield file sizes too large to be conveniently uploaded, and should be avoided.
- **Frame Rotation:** We recommend shooting video in landscape aspect ratio.
- **Frame Rate:** We recommend shooting in or encoding to 24 (23.98), 25, or 30 (29.97) fps. 30 fps is common.
- **Pixels:** Non square (anamorphic) pixels are handled automatically.
- **Deinterlace:** Interlaced videos are handled automatically.
- **Keyframes:** Keyframes can be set to automatic on device.

Suggested Seating Arrangements and Setup for Video-Recording

This section provides suggestions for setting up the camcorder to make a self-recorded or a camera-operator-recorded video-recording. For either type of recording, the camcorder lens should be directed away from windows or other sources of light for best results.

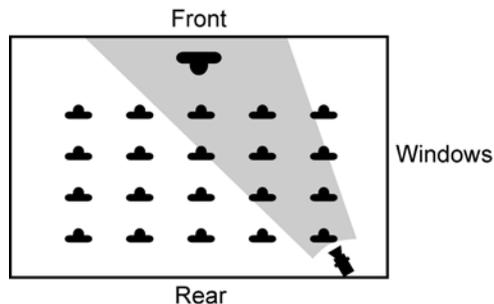
Self-recording. In self-recorded video-recording, you set up the camcorder in a fixed position, and no camera operator is needed. Because the camcorder lens is in a fixed position, only action within the field of view of the lens is recorded, although sounds originating out of view may be recorded by the microphone. While recording the session, you may move the camcorder to a new position, if needed, to better record interactions, but do not turn off the camcorder at any time during the recording.

The figures below present several fixed-camcorder arrangements that you may wish to consider using if you are going to self-record your session.



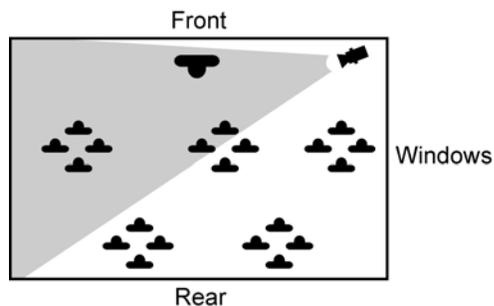
A. Rear-View Camcorder Arrangement (Row Seating)

Camcorder is set up in rear corner of classroom. Teacher and some students are in field of view.



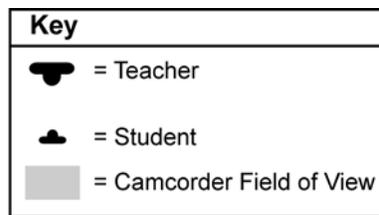
B. Front-View Camcorder Arrangement (Group Seating)

Camcorder is set up in front corner of classroom to record teacher and one or more groups of students.



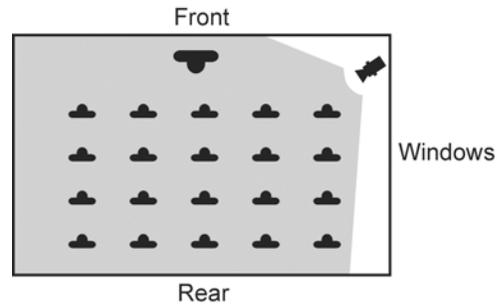
Camera-operator recording. In camera-operator–recorded video-recording, the camera operator moves the camcorder lens both horizontally and vertically (panning) as well as in and out (zooming) to best record the action that is occurring. With a camera operator, you are free to move about, and movement by others may also be recorded. In addition, the camera operator may move the camcorder from one location to another, if needed, to better record interactions. If you use a camera operator, you should tell the camera operator to record continuously once the recording is started, because any stops during the recording that result in a break or interruption in the recording—unless there is a break beyond your control (e.g., because of a fire drill)—will cause your video submission to receive a rating of "Requirements Not Met." In addition, you should advise the camera operator not to interact with participants during the recording or to otherwise influence participant behavior.

The figures below present various camcorder arrangements that you may wish to consider using when planning to record your session with the assistance of a camera operator.



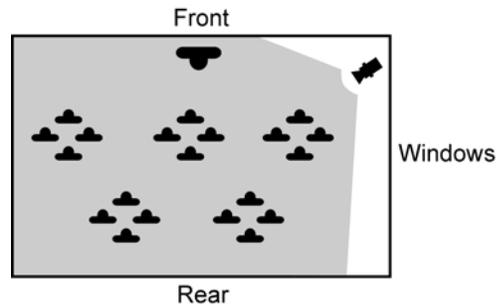
A. Front-View Camcorder Arrangement (Row Seating)

Camera operator pans side to side to record teacher and students (facial shots) from front corner of classroom.



B. Front-View Camcorder Arrangement (Group Seating)

Camera operator pans side to side to record teacher and students (facial shots) from front corner of classroom.



Appendix C: Evaluation Criteria

The evidence that you submit will be evaluated on a series of performance indicators, as indicated below. You should become familiar with these indicators before you begin building your portfolio. For the video-recorded components of your portfolio, note that the evaluation criteria include some performance indicators that focus on you and some performance indicators that focus on your students, so it is important for the scorers to be able to see and hear both you and your students clearly.

Please note that the competencies and performance indicators for Task II Parts A and C and for Task I Part B and Task II Part B are representative competencies and performance indicators. The competencies and performance indicators will be revised in response to data collected from the field test and further review.

Performance Indicators for Written Responses: Task II Parts A and C

Performance Indicators for Task II, Part A

A.1. Data-Driven Lesson Planning

1. uses assessment information to plan a lesson that advances student learning
2. uses a spreadsheet to analyze and manipulate assessment data and advance student achievement of intended learning outcomes
3. plans a lesson that is responsive to student characteristics and needs
4. plans a lesson that incorporates an introduction to capture student interest and to link lesson content to prior instruction
5. plans a lesson that includes methods and sequences that promote student achievement of identified learning outcomes and defined criteria for success
6. plans a lesson that includes strategies (e.g., teacher actions, student actions, grouping procedures) to support varied learning needs and opportunities for students to achieve learning outcomes in a variety of ways
7. plans a lesson that is designed to promote active student participation and engagement in learning
8. plans a lesson that incorporates a closure component that draws ideas together, links the lesson to previous and/or future learning, and/or identifies a homework assignment to support and extend students' learning
9. plans a lesson that incorporates formative and/or summative assessment(s) to monitor and diagnose student learning
10. demonstrates an understanding of why a given lesson should be effective in promoting student success

Performance Indicators for Task II, Part C

C.1. Outcomes-Based Analysis and Reflection

1. uses assessment to analyze student performance and evaluate achievement of learning outcomes for a class and for students with special educational needs
2. uses student performance to identify a learning need
3. plans an instructional strategy to meet an identified learning need
4. uses evidence to analyze strengths and areas for improvement in teaching performance
5. demonstrates an understanding of how to modify planning or teaching to improve student achievement of learning outcomes

Performance Indicators for Video-Recordings: Task I Part B and Task II Part B

B.1. Plan and Organize the Lesson for Learning

1. implements a lesson that is directly aimed at meeting the objective(s) and will logically lead to the desired learning
2. implements a lesson that highlights key ideas and that sequences concepts and activities appropriately to meet the objective(s)
3. breaks down complex lesson activities/skills into a series of manageable steps that aids students in mastering the learning objective(s)
4. incorporates into the lesson an appropriate balance of direct instruction, guided practice, and opportunities for independent practice
5. organizes a lesson that emphasizes students doing and thinking over passively watching and listening to the teacher
6. uses instructional groupings (e.g., student pairs, cooperative learning, homogeneous groups) to promote participation, cooperation, and learning

B.2. Promote Student Interest and Engagement

7. conveys to students why knowledge of material addressed in the lesson is important
8. provides an introduction that captures students' interest and attention (e.g., asks a question that motivates students to want to learn, tells an engaging story that leads to lesson content)
9. links what students are learning in the lesson to their lives and/or to real-world issues
10. employs strategies/activities in the lesson that encourage and require active student engagement
11. demonstrates enthusiasm for the content students are learning and the work they are doing
12. uses feedback and praise to reinforce student efforts and encourage learning
13. students are engaged and on-task during the lesson
14. students show persistence in achieving challenging learning goals

B.3. Demonstrate High Expectations for Student Learning

15. implements a lesson sufficiently rigorous and demanding to challenge students
16. communicates through words and/or behaviors the expectation that all students can do the work and learn the lesson content
17. shows persistence in helping students achieve lesson objective(s)
18. builds student capacity to be persistent and exert effective effort
19. provides encouragement for each student to produce his/her best work and recognition of student progress and achievement of lesson goals
20. provides cues and other support (e.g., work with peers) to lead students to successful performance/responses
21. models and requires students to use higher-order thinking skills

B.4. Respond to Diverse Student Characteristics and Needs

22. uses a variety of explanatory devices (e.g., modeling thinking aloud, using visual imagery) to make ideas clear and accessible to all students
23. uses varied curricular materials or adapts curricular materials to meet students' diverse learning needs
24. scaffolds learning activities to address different student needs and readiness (e.g., providing reminders, breaking a problem into steps, providing examples) and to promote students' independence as learners
25. responds to the needs of individual students as the lesson proceeds to help ensure a successful learning experience for all students
26. uses auditory, visual, and kinesthetic modalities when presenting material to the class
27. adjusts the pace of instruction, the focus of instruction, and/or the method of delivery based on student response and progress as the lesson proceeds
28. accommodates varied student time needs by providing relevant, meaningful skill applications for students who complete work early
29. incorporates elements of students' cultural/community backgrounds into instruction

B.5. Make Ideas Clear, Connected, and Accessible to Students

30. begins the lesson by presenting clear, measurable learning objective(s) in student friendly language that states specifically what students should know and be able to do as a result of the lesson; then checks to see that students understand the objective(s)
31. periodically reviews progress toward meeting lesson objective(s) (i.e., summarizes what the class has accomplished so far in the lesson and what comes next)
32. refocuses the class as needed to maintain progress in completing the lesson and achieving the lesson objective(s)

33. links instructional concepts and activities to previously covered material and students' prior learning
34. demonstrates or otherwise models steps in student tasks for clarity to help students understand what they are expected to do
35. teaches for transfer beyond the school context
36. leads students in guided practice, reducing support as students are able to proceed independently
37. uses multiple representations and explanations to promote all students' understanding of new concepts and skills
38. uses language that is accessible to students and appropriate to their level of development
39. uses content-specific language that extends students' language development
40. students use content-specific language with comprehension
41. adjusts communication (e.g., by restating, simplifying language, using graphic representations) in response to student needs
42. anticipates and identifies student misconceptions and provides clarification
43. students understand what is being taught
44. provides clear and detailed directions for lesson activities and assignments

B.6. Ask Questions and Lead Discussions to Promote Learning

45. uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only on students with hands raised)
46. uses questioning to promote different types and levels of thinking (e.g., recall, critical thinking, divergent thinking)
47. uses wait time appropriate to the goals of questioning and the types of questions asked
48. uses a continuum of questioning and cueing techniques to lead students to correct responses
49. uses follow-up questions to prompt students to explain their thinking and extend their knowledge
50. perseveres and returns to students who give partial answers to state the full answer in correct academic language
51. prompts students to interact with and react to one another during class discussion
52. engages students in interactive talk that prompts them to explain their thinking and comment on other students' thinking
53. uses students' comments, questions, and ideas to advance learning for the class

B.7. Maintain a Positive Emotional Climate

54. interacts respectfully with students (e.g., listens attentively, acknowledges comments, makes eye contact)

55. corrects student errors/misunderstandings in positive ways that reflect patience and caring and confidence in their intellectual ability to learn
56. provides encouragement for students performing at all levels
57. circulates and interacts to maintain proximity with students
58. demonstrates rapport with the class through positive verbal and nonverbal interaction
59. builds regard and respect through fairness, courtesy, and consideration
60. builds a sense of affiliation and mutual support among students
61. students freely share their views and ideas
62. students demonstrate the belief that they can learn the lesson content
63. students work collaboratively with peers to promote learning
64. students demonstrate pride in their work and accomplishments
65. students are comfortable seeking support from teacher or peers when assistance is needed

B.8. Manage the Classroom to Maximize Productivity

66. maintains an instructional pace that reflects a sense of urgency and purpose
67. arranges space to facilitate the type of instruction in progress and access to materials
68. keeps students engaged in productive activity throughout the lesson
69. uses consistent routines, procedures, and cues to minimize time required for routine tasks (e.g., collecting homework assignments)
70. structures quick and efficient transitions (e.g., switching from individual to group work)
71. makes learning resources readily available to minimize instructional downtime
72. notices and responds quickly and efficiently to lack of understanding or other student problems

B.9. Manage the Classroom to Promote Learning

73. models behaviors expected of students
74. maintains order in the class through verbal and nonverbal communication and other behaviors
75. communicates the expectation that all students will follow directions and behave in accordance with class rules
76. uses proactive behavior management strategies (e.g., engaging in constant monitoring, maintaining physical proximity)
77. uses efficient and effective disciplinary responses that minimize disruption and instructional downtime
78. reinforces appropriate behavior exhibited by students
79. students understand and adhere to behavior expectations
80. gives students voice and choice in shaping aspects of classroom life

- 81. students are attentive and actively listen to teacher and peers
- 82. students demonstrate a positive attitude toward teacher, peers, and learning
- 83. students demonstrate a sense of responsibility for their learning and appear to try their best to be successful

B.10. Assess Student Performance and Progress

- 84. checks for understanding frequently and broadly across the class (e.g., through questioning, observation, discussion)
- 85. uses in-class formative assessment to adjust instruction as needed
- 86. provides students with frequent, targeted feedback (i.e., direct, specific, timely, constructive) on their performance
- 87. gives students opportunities to engage in self-assessment of their own work and learning
- 88. has students set realistic, specific, and attainable learning goals based on their self-assessments and plan steps to achieve their goals
- 89. incorporates an activity at the end of the lesson to assess student learning