**A. WRITTEN SOURCES OF EVIDENCE (PRIOR TO OBSERVATION)**

Classroom and Student Characteristics

Please use the Classroom and Student Characteristics form. The completed form should be no more than 2 pages in length. The Classroom and Student Characteristics describe the context in which you teach and provide information the evaluator (e.g., university supervisor or cooperating teacher) will use in determining whether you meet various PPA standards.

Classroom Characteristics

Describe the classroom in which you are teaching the lesson. You should describe the classroom rules and routines, physical arrangements, and grouping patterns that affect learning and teaching.

Student Characteristics

Describe the students in the classroom, including the number of students and their ages and gender, range of abilities, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, and special needs. You should specifically note students who are on Individualized Education Plans (IEPs) and the objectives cited in the IEPs that pertain to the lesson you are teaching.

**CLASSROOM AND STUDENT CHARACTERISTICS**

Teacher Candidate: Date:

Cooperating Teacher: School/District: Grade: Supervisor: Lesson Title:

1. Classroom rules and routines that affect the lesson:
2. Physical arrangement and grouping patterns that affect the lesson:
3. Total number of students: Females: Males: Age range:
4. Describe the range of abilities in the classroom:
5. Describe the range of socio-economic backgrounds of the students:
6. Describe the racial/ethnic composition of the classroom and what is done to make the teaching and learning culturally responsive:
7. How many students are limited English proficient (LEP)?
8. Describe the range of native languages and what, if any, modifications are made for LEP students:
9. How many special education and gifted/talented students are in the class and what accommodations, if any, are made for them?

Special Education Number of Category Students Accommodations/Pertinent IEP Objectives

1. How many 504 students are there? What accommodations are made for these students?
2. Are there additional considerations about the classroom/students for which you need to adapt your teaching (e.g., religious beliefs, family situations, sexual orientation)?

**Instructional Plan**

For each PPA lesson, please prepare a written Instructional Plan. Include descriptions or documentation related to your assessment strategies (e.g., copy of assignments, rubric) and any other materials or resources you will use. A sample Instructional Plan format is provided that includes the minimum requirements described below. Each college/university may have additional requirements you need to include in the Instructional Plan.

Learning Targets

In this section of the Instructional Plan, you must list the learning targets for your lesson. Your learning targets should clearly state what you expect students to know and be able to do as a result of the lesson. You should select learning targets appropriate to the EALRs and state learning goals, district goals, or school and classroom goals. Your learning targets must be meaningful, developmentally and instructionally appropriate, focus on outcomes that can be assessed, and incorporate a multicultural perspective.

Assessment Strategies

In this section of your Instructional Plan, you must describe the assessment strategies you will use to determine that your teaching has positively impacted student learning. Provide your supervisor with descriptions or documentation related to the assessment strategies. Your assessment strategies must measure the outcomes reflected in the learning targets. You must use multiple approaches to assessing learning and use assessment information for both formative and summative purposes. Your assessment strategies should indicate how you will provide feedback to the students about their performance, and include opportunities for students to self assess and reflect on their learning.

Grouping of Students for Instruction

Create opportunities for students to work individually and in different group arrangements that build academic competence for low status/historically marginalized students.

Learning Experiences

This section of your Instructional Plan must describe the specific learning experiences you will use to support student learning of the outcomes delineated in the learning targets. Your learning experiences should address multiple approaches to learning, including those that are responsive to students’ cultural backgrounds, ethnicity, first language development, English acquisition, socio-economic status, and gender.

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You must include accommodations for the specific learning needs of students. Your learning experiences must also:

* Account for students’ prior knowledge, skills, experiences, and developmental levels;
* Reflect the research and principles of effective practice;
* Engage low status/historically marginalized students;
* Incorporate a transformative multicultural perspective; and
* Stimulate student problem solving and critical thinking skills.

Your learning experiences must include strategies for creating an inclusive, supportive learning community, and provide opportunities for students to become intrinsically motivated and engaged in their own learning.

Instructional Materials, Resources, and Technology

In this section, describe or provide to your evaluator the resources you plan to use for the lesson. You should describe the community resources you will use for the lesson, as well as the technology that you will use to support and enhance instruction and student learning. Materials and other resources should incorporate a transformative multicultural perspective.

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**Instructional Plan Teacher Candidate**: **Date:**

**Cooperating Teacher: Grade: School District: School:**

**University Supervisor:**

**Unit/Subject:**

**Lesson Title/Focus:**

**Learning Targets:**

**Assessment Strategies** (Attach descriptions or documentation related to your assessment strategies)

**Grouping of Students for Instruction**

**Learning Experiences** (For example, you might specify the following: introduction, questions, learning activities, closure, and independent practice)

**Instructional Materials, Resources, And Technology** (Attach a copy of any materials students will use during the lesson; e.g., handouts, questions to answer, and worksheets)

**Instructional Plan Rationale**

For each lesson, please respond to the questions, below, and provide a plan for interacting with families. If a question is not relevant to your class, please indicate that the question does not apply. For example, if English is the first language of all students in your classroom, then questions that relate to modifications for students for whom English is not their first language do not apply to you. Additionally, if you plan to address a question in a subsequent lesson, but not in this lesson, please indicate this next to the question. For example, if you are unable to address, in the first lesson, the question about learning targets that incorporate a multicultural perspective, then indicate that you will address this in your next lesson.

Learning Target(s)

a. How do the learning targets relate to EALRs, state learning goals, district goals, school goals, or classroom goals?

b. How do the learning targets relate to previous and future lessons (explain or provide a unit plan)?

c. How do the learning targets incorporate a multicultural perspective?

d. Why are the learning targets appropriate for all students in the class (highlight any modifications for individual students)?

Assessment Strategies

a. How does the strategy accommodate students at different developmental or achievement levels?

b. How does the strategy respond to differences in students’ cultural and linguistic backgrounds?

Learning Experiences

a. How have you demonstrated your understanding of students’ cultural backgrounds, ethnicity, first language development, English acquisition, socioeconomic status (SES), and gender?

b. How do the experiences accommodate the learning needs of students with disabilities or 504 students?

c. How do the experiences incorporate multicultural perspectives?

d. How do the experiences stimulate student problem solving and critical thinking?

e. How do the experiences create an inclusive and supportive learning community?

f. Describe the research base or principles of effective practice that form the basis of the learning experiences.

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A project of the Washington Association of Colleges for Teacher Education in collaboration with the Office of the Superintendent

Family Interactions

Describe your plan for collaboration with families to support student learning. Your plan must address how you will use personal contact (e.g., telephone, home visit, written correspondence) to communicate with families. Your plan for collaboration with families may extend beyond the specific lesson you are teaching for the observation and may incorporate plans that are part of the larger unit of instruction. Prior to the observation of your teaching, provide your evaluator with copies of any materials you plan to use in your planned interactions with families.