## **Mixed Reality Gateway Task: Pre-Teaching Vocabulary in an Informational Text** DESE LOGO

*Candidates will critically examine, adapt, and launch a lesson on immigration by pre-teaching important vocabulary to a group of student avatars.*

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| *This mixed-reality scenario has been adapted to serve as a pre-practicum gateway task. The supplemental materials below include detailed task manager, simulation specialist, and candidate instructions as well as a rubric and must-sees to assess candidate performance. Please read through the full document as implementation of this scenario as a gateway task differs from practice sessions. In particular, while practice sessions are often structured as a fish-bowl activity, gateway tasks should be scheduled such that each candidate only engages with the scenario once and does not observe others’ performance prior to their own.*  |

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| **Relevant Licensure Fields and Grade Levels** |

* Elementary, 1-6
* History, 5-12
* Moderate Disabilities, PreK-8 and 5-12
* Social Science, 5-12

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| **Alignment to Subject Matter Knowledge** |

This gateway task is aligned to the [Massachusetts History and Social Science Curriculum Framework](https://www.doe.mass.edu/frameworks/hss/2018-12.pdf), which states that while studying outlined topics, students apply grade-level standards for reading informational text, writing, and speaking and listening, and learn vocabulary and concepts related to history and social science.

In order to well-teach the lesson in this scenario, teacher candidates must demonstrate the necessary depth and breadth of content knowledge needed to support all students in mastering the following content expectations:

* History and Social Science - 5.T1: Early colonization and growth of colonies, focusing on the supporting question: To what extent was North America a land of opportunity, and for whom?
* English Language Arts and Literacy - Craft and Structure 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

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| **Alignment to Professional Standards for Teachers** |

In order to well-teach the lesson such that students master the content expectations above, teacher candidates must demonstrate proficiency in the following pedagogical skills:

* II-A Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
* II-C: Cultural Proficiency Indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

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| **Educator Preparation Task Manager Instructions** |

*The* [*2018 Massachusetts History and Social Science Framework*](https://www.doe.mass.edu/frameworks/hss/2018-12.pdf) *lays out ten guiding principles for effective history and social science instruction.* [*Guiding Principle 2*](https://www.doe.mass.edu/instruction/gp2-qrg-questions.docx) *states that:*

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*Guiding Principle 2 supports more accurate, rigorous, and* [*culturally responsive and sustaining instruction*](https://www.doe.mass.edu/instruction/crdw/)*, and pushes against the silencing that can result when certain groups’ experiences are consistently misrepresented, marginalized, or ignored in curriculum. It emphasizes that history and social science instruction should be:*



*In reality, many History and Social Science curriculums fall short of these goals, instead centering dominant narratives and perspectives and presenting the possibility of* [*curricular violence*](https://www.tolerance.org/magazine/spring-2020/ending-curriculum-violence)*. This gateway task is designed to encourage candidates to consider the characteristics of rigorous, high-quality, and culturally responsive* [*instructional materials*](https://www.doe.mass.edu/instruction/impd/)*; to be critical consumers of materials and texts; and to make the adaptations necessary to ensure that instruction is inclusive, critical, responsive and sustaining. All of these considerations contribute to anti-racist teaching practice, which is essential for all students.*

*This task is designed to be completed during Pre-Practicum Stage 1[[1]](#footnote-1) because it does not require a candidate to directly engage with students in a PK-12 classroom.*

Follow the steps outlined below to coordinate, calibrate, and score candidates’ performance on this gateway task:

1. Book the DESE1\_1\_Gateway\_MS\_CC\_Vocabulary scenario on Mursion’s platform and add the candidate’s full name in the notes section if you are scheduling on his or her behalf.
2. Calibrate expectations for candidates’ performance by reviewing the “Must-Sees” on pages 11-12. Be clear about what a scorer *must see* in candidates’ performance in order to select “Meets Expectations”.
3. Share the Teacher Candidate Instructions on pages 5-6 and the Instructional Materials and planning resources on pages 7-8 with each candidate. *Note: The provided lesson plan is intentionally not an exemplar. Candidates will need to determine how to mitigate its Eurocentric focus, authentically engage students about their own identities and experiences, and create a safe and brave discussion space. While candidates will only teach the first ten minutes of the lesson within the Mursion scenario, their written reflection will address adaptations made to the full lesson plan.*
4. Use the rubric on pages 9-10 to score each candidate’s performance and written submission. *Recommended extension: Have the candidate watch and reflect on a video recording of their session prior to completing his or her post-scenario written responses.*
5. Review all candidates’ performance and submissions, identify trends, and discuss implications or adjustments necessary to continue to support candidate readiness and programmatic continuous improvement.

***As a reminder, this gateway task is not intended to be a high stakes assessment for candidates. It is designed to be used as a data point within a constellation of evidence about a candidate’s performance, and the results are intended to be used to identify strengths and areas for growth in specific skills in critical areas of teaching****.*

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| **Simulation Specialist Instructions** |

*The Simulation Specialist facing instructions are outlined below for Task Manager reference only. This is the full extent of information available for Simulation Specialists prior to engaging in the scenario. Task Managers are not responsible for sharing the instructions in advance as they are embedded within Mursion’s platform.*

***Scenario****:* DESE1\_1\_Gateway\_MS\_CC\_Vocabulary

***Avatars***: Middle​ ​school students

***Challenge​****:* This gateway is designed specifically to align with challenge option 4 - vocab words from a reading passage.

1. List of ten vocab words from the unit to be tested at the end of the week (examples and mnemonics)
2. Compare 2 vocab words (Venn Diagram)
3. One vocab word students are familiar with (what are examples and nonexamples etc.)
4. Vocab words from a reading passage
5. Vocab words have different meaning in different subject areas (vocab chart of meaning in different content areas)
6. Vocab words that have prefixes, roots, and suffixes (morphemic analysis—break into prefixes, roots, and suffixes)
7. 20 vocab words that are familiar (categorize and label)

***Objective****:* The goal is for candidates to teach the student avatars select vocabulary words. The participant should correctly match how he or she teaches the vocabulary words to the context.

***Content:*** Provided materials - the avatar will be given the passage from challenge 4 above:

The United States has seen four waves of immigration throughout its history. The first period was from the 1600s through 1775. This group included the first colonists and settlers of the United States. Most of these immigrants were from England. Others arrived from France, Germany, Ireland, Scotland, and Spain. Many of these colonists came here looking for economic opportunity. They wanted better land to farm or better work. Others came to escape religious persecution. Some were even convicts transported from English jails.

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| **Teacher Candidate Instructions** |

Today, you are teaching a small group (Savannah, Dev, Ava, Jasmine, and Ethan) in your middle school class, using a school-provided history lesson plan and text. During the 10-minute mixed-reality simulation, you will launch the lesson and pre-teach 1-2 vocabulary words from the provided passage.

[Guiding Principle 2](https://www.doe.mass.edu/instruction/gp2-qrg-questions.docx) of the [2018 Massachusetts History and Social Science Framework](https://www.doe.mass.edu/frameworks/hss/2018-12.pdf) emphasizes that history and social science instruction should be:



While typical of [instructional materials](https://www.doe.mass.edu/instruction/impd/) found in many school districts, the provided lesson plan and text may not promote inclusive, critical, or responsive teaching practice. Thus, you will need to be a critical consumer of the materials and make adaptations in order to create a [culturally responsive and sustaining](https://www.doe.mass.edu/instruction/crdw/) environment in which student avatars’ diverse backgrounds, identities, and experiences are valued while developing their understanding of immigration to and growth of the colonies.

This gateway task is broken into three parts, including responding to written reflection questions prior to and after engaging in the simulation:

1. ***Prior to the simulation****:* You will need to:
	* Reflect on elements of culturally responsive and sustaining instruction based on your own experiences, course content, and provided resources (see below)
	* Critically examine the instructional materials for the scenario (see below)
	* Make adaptations to the lesson plan (the provided text passage must remain the same)
	* Identify 1-2 important vocabulary words for students to understand to engage with the topic
	* Plan an appropriate strategy to teach the word(s) during the 10-minute simulation, and
	* Reflect on this preparation through the first set of written reflection prompts
2. ***During the 10-minute simulation***: You will teach the first 10 minutes of the lesson during this simulation. You are *not* expected to teach the full lesson. If you plan to share written materials (other than the provided passage) with the student avatars, it will be helpful to also explain their contents verbally as the avatars will not have access to them.

When prompted, please provide permission to record your session. The video will be shared with your instructor/professor for scoring purposes.

1. ***After the simulation****:* You will respond to the prompts below to reflect on your adaptations to the *full* lesson plan as well as your implementation of the first 10 minutes of the lesson.

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| **Written Reflection Prompts[[2]](#footnote-2)** |

***Prior to the Simulation:***

1. Critically examine the provided instructional materials and reflect on the following:
	* What are the dominant narratives about the topic of immigration?
		+ Whose voices and experiences are typically centered? Whose are marginalized or missing?
		+ What assumptions may be made because perspectives are missing?
		+ What opportunities are there to include and learn from more diverse narratives and perspectives?
	* How does your own racial, cultural, ethnic, or citizenship identity impact the way you relate to this topic? What connections or biases may you have about this topic?
	* How may your students’ racial, cultural, ethnic, or citizenship identities impact how they relate to this topic? How may this topic present the possibility for [curricular violence](https://www.tolerance.org/magazine/spring-2020/ending-curriculum-violence)?
	* What do you want students to learn about themselves and the world through this lesson? What essential questions, skills, and enduring understandings are at its heart?
2. Use your reflections on the questions above to make adaptations to the full lesson plan. Attach the updated version and reflect on the following:
	* How did you adapt the lesson to promote more inclusive, critical, and responsive/sustaining practices?
	* What word(s) did you select? Why? Which sources or perspectives did you consider when defining them?
	* Which instructional strategy did you select to teach the vocabulary? Why this particular approach?

***After the Simulation***

1. What were the effects of the decisions you made while launching this lesson? How did your words and actions shape students’ experiences learning about this topic? What would you continue doing if teaching this topic again, and what changes would you make?
	* Did you develop and maintain a safe learning environment for all of your students? How do you know?
		+ How did you maintain safety if it was challenged by student comments or actions?
		+ Did this environment end up being safer for some students than others?
	* Did you build opportunities for students to make connections to their identities and experiences? How about identities and experiences not represented by students in this classroom?
		+ What were some successes and some missteps?
		+ What would you do next time to repair any missteps?
	* Were there moments that may have conveyed historical inaccuracies or harmful messages?
		+ How did you respond to potentially harmful student contributions?
		+ Were there moments when your own words may have caused harm?
		+ Were there moments when the words within the passage may have caused harm?
	* Were you able to begin to empower students to engage in brave conversations about identity, power, oppression, and resistance? How do you know?

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| **Resources: Culturally Responsive and Sustaining Instruction**  |

# [Culturally Responsive and Sustaining Schools and Classrooms](https://www.doe.mass.edu/instruction/crdw/) provides DESE’s definition of cultural responsiveness, reflects on its importance in our schools and classrooms, and provides examples of schools engaged in efforts to advance this work.

# [History/Social Science Guiding Principle 2](https://www.doe.mass.edu/instruction/gp2-qrg-questions.docx) outlines questions to support educators in planning units or lessons and reflecting on their practice. Examples of lesson plans and reflections can be found [here](https://www.doe.mass.edu/instruction/hss.html).

[Strengthening Curriculum in Massachusetts](https://www.doe.mass.edu/instruction/impd/) explains how access to high-quality, standards-aligned curricular materials can significantly improve student outcomes and the [Culturally Responsive Curriculum Scorecard](https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/ejroc/CRE-Rubric-2018-190211.pdf?_ga=2.145324148.1135984522.1600954411-1249922832.1591110200) offers tools for evaluating curricular materials.

[Ending Curriculum Violence](https://www.learningforjustice.org/magazine/spring-2020/ending-curriculum-violence) explores how curricular materials can perpetuate erasure and misinformation and how educators can work to avoid perpetuation of curricular harm.

Brave Spaces moves beyond safe spaces and envisions what a brave classroom community looks and feels like.

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| **Resources: Teaching About Immigration** |

[A Culturally Responsive Guide to Fostering the Inclusion of Immigrant Origin Students](https://reimaginingmigration.org/wp-content/uploads/2018/07/Inclusive-Curriculum-V9-24Sept2018.pdf) explores the experiences of immigrant students and provides strength-based tools and instructional practices for culturally responsive teaching.

[Teaching Immigration with the Immigrant Stories Project](https://www.ilctr.org/wp-content/uploads/2018/10/Teaching-Immigration-with-the-Immigrant-Stories-Project-FINAL_opt.pdf) contains lessons for grades 8 to adult audiences that help students learn about aspects of United States immigration, past and present, through the personal experiences of immigrants and refugees.

Facing History and the Zinn Education Project compile unit plans, lesson plans, and reading collections highlighting issues of identity and belonging through exploration of historical and current immigrant narratives.

Colorin Colorado offers a crowd-sourced list of multimedia resources for teaching immigration history.

A Different Mirror for Young People by Ronald Takaki provides a revisionist history of America through the words of people, including teenagers, who recorded their experiences in letters, diaries, and poems.

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| **Instructional Materials** |

*Note to Teacher Candidates: You have been given the materials for this unit, including the lesson you are launching today, by your fictional school district.*

***Lesson Context – Early Colonization and Growth of the Colonies***

This is an early lesson in a unit about immigration to and growth of the colonies prior to the Revolutionary War. The goal of this mini-unit is for students to understand why people immigrated to the colonies and the impact of those settlers, including different reasons why colonies were established and the influence of colonists on the language, political institutions, and political principles of the United States. (MA History and Social Science Standards HSS.5.T.1.1, 5.T.1.2, and 5.T.1.3).

***Today’s Mini Lesson***

Time: 30 minutes (for the scenario you will focus on the first 10 minutes of the mini-lesson, ensuring that students have the vocabulary necessary to understand the passage from the text, and checking for their understanding).

Objective: Students will be able to list the different reasons why colonists immigrated before 1775.

**ELA Standards:** R.5.4, L.5.4, RI.5.4 **History and Social Science Standards:** 5.T.1.1, 5.T.1.2, 5.T.1.3

***Teacher Modeling****Introduce the topic of immigration.* Explain that as we have been discussing this week, our History and Social Studies unit is about the creation and growth of the colonies that became the United States. Today we will begin discussing why European settlers may have decided to migrate to the colonies, and begin considering how that affected the colonies that were established. Tomorrow, we will talk more about the different colonies that were established.

*Review relevant vocabulary.* I will hand out this short excerpt from our History textbook. There are a few vocabulary words that are important to understand what this passage is explaining to us. Let’s talk through those words.

***Guided Practice****Read the passage aloud*. Using this passage from our history text, we will identify and list different reasons why European colonists came to the colonies that would become the United States.

The United States has seen four waves of immigration throughout its history. The first period was from the 1600s through 1775. This group included the first colonists and settlers of the United States. Most of these immigrants were from England. Others arrived from France, Germany, Ireland, Scotland, and Spain. Many of these colonists came here looking for economic opportunity. They wanted better land to farm or better work. Others came to escape religious persecution. Some were even convicts transported from English jails.

*Identify and list reasons for immigration.* Each person will share out a reason why European settlers came to the colonies and we will create a list together.

***Reflective Practice****Discuss.* We will discuss the reasons why European settlers immigrated to the colonies before 1775, and introduce how that impacted the different colonies that were established.

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| **Scorer Rubric**  |

The candidate’s scenario engagement and written reflection should be scored according to the following criteria:

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| Criteria | Not Meeting | Approaching | Meeting |
| Candidate creates and maintains an environment that is [inclusive, critical, and responsive](https://www.doe.mass.edu/instruction/gp2-qrg-questions.docx).  | * Candidate’s tone and approach promote an unwelcoming or unsafe environment which only encourages engagement from students with dominant identities (e.g., white, ethnically European, U.S. citizen)
* Candidate ignores or dismisses student identities and experiences, makes assumptions based on stereotypes, or makes harmful comments
* Candidate's written responses do not include reflection on identity, center dominant narratives and identities, or take a colorblind approach
 | * Candidate’s tone and approach promote a welcoming environment which encourages engagement from many students
* Candidate attempts to make connections to student identities and experiences, asking the “right” questions but moving on quickly or overgeneralizing
* Candidate's written responses are academic or surface-level, they name dominant narratives or missing perspectives, but do not make connections between personal or student identities and the lesson
 | * Candidate’s tone and approach promote a welcoming learning environment which encourages brave engagement from all students
* Candidate activates students’ background knowledge, invites authentic connections to their own (and others) identities and experiences, and builds on them as valuable funds of knowledge
* Candidate's written responses explicitly explore how their own identity interplays with the topic and how students’ multiple identities may inform their reactions to or engagement with the lesson
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| Candidate demonstrates appropriate content fluency, such that definitions, explanations, and responses are [historically accurate](https://www.ilctr.org/wp-content/uploads/2018/10/Teaching-Immigration-with-the-Immigrant-Stories-Project-FINAL_opt.pdf), [culturally responsive and sustaining](https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/ejroc/CRE-Rubric-2018-190211.pdf?_ga=2.145324148.1135984522.1600954411-1249922832.1591110200), and hold high expectations for student learning.  | * Candidate chooses developmentally inappropriate vocabulary words, or words that are not necessary to understand the text
* Candidate selects and attempts to implement a vocabulary strategy that is misaligned to the passage or results in inaccurate definitions
* When presented with a misconception, candidate fails to notice or address it, leaving students with an inaccurate or problematic understanding
* Candidate’s lesson maintains a Eurocentric focus and/or ignores or misrepresents missing perspectives
 | * Candidate chooses developmentally appropriate vocabulary words, including Tier III academic words, that are necessary to understand the text
* Candidate selects and implements an evidence-based vocabulary strategy that is only somewhat-aligned to the passage or results in loose definitions
* When presented with a misconception, candidate attempts to address it but the response skirts the misconception, or is confusing or incomplete
* Candidate’s lesson briefly references the Eurocentric focus of this passage, but does not offer further exploration or introduces missing perspectives
 | * Candidate chooses developmentally appropriate vocabulary words, including Tier III academic words, that are essential to critically examining the topic
* Candidate selects and implements an evidence-based vocabulary strategy that is well-aligned to the passage and results in accurate definitions and comprehension of the passage
* Candidate shares accurate information and pushes for further exploration if a student shares a misconception such that the class develops a deepened understanding
* Candidate’s lesson supports students to critically examine dominant narratives/ the text’s Eurocentric focus and introduces missing perspectives
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## **Comments**

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| **Must-Sees for Scorer Calibration** |

Prior to administering this task, scorers should calibrate around what it means to “Meet” expectations. The form below is an “answer key” specific to this scenario and associated instructional materials. Rather than outlining all possible outcomes, the form identifies the *“Must Sees”* that must be present in a candidate’s performance in order for them to receive a score of Meets Expectations.

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| Criteria | Meeting Expectations | What Must You See in a Candidate’s Scenario Performance and/or Written Reflection in order to Mark Meeting Expectations? |
| Candidate creates and maintains an environment that is [inclusive, critical, and responsive](https://www.doe.mass.edu/instruction/gp2-qrg-questions.docx).  | * Candidate’s tone and approach promote a welcoming and safe learning environment which encourages brave engagement from all students
* Candidate activates students’ background knowledge, invites authentic connections to their own (and others) identities and experiences, and builds on them as valuable funds of knowledge
* Candidate's written responses explicitly explore how their own identity interplays with the topic and how students’ multiple identities and experiences may inform their reactions to or engagement with the lesson
 | * Candidate’s body language is open and connected (leans in, smiles, makes eye contact)
* Candidate shows signs of active listening (nods, asks follow-up questions, restates or builds onto things shared, references prior comments)
* Candidate activates students’ background knowledge and creates accessible connection points for all regardless of race, ethnicity, immigration etc. by asking open-ended questions
* Candidate affirms students’ diverse experiences as well as those not represented within the classroom
* Candidate’s written responses make explicit connections between their own identity, possible student identities, and impacts/opportunities within the lesson plan
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| Candidate demonstrates appropriate content fluency, such that definitions, explanations, and responses are [historically accurate](https://www.ilctr.org/wp-content/uploads/2018/10/Teaching-Immigration-with-the-Immigrant-Stories-Project-FINAL_opt.pdf), [culturally responsive and sustaining](https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/ejroc/CRE-Rubric-2018-190211.pdf?_ga=2.145324148.1135984522.1600954411-1249922832.1591110200), and hold high expectations for student learning.  | * Candidate chooses developmentally appropriate vocabulary words, including Tier III academic words, that are essential to critically examining the topic
* Candidate selects and implements an evidence-based vocabulary strategy that is well-aligned to the passage and results in accurate definitions and comprehension of the passage
* Candidate shares information and pushes for further exploration if a student shares a misconception such that the class develops deepened understanding
* Candidate’s lesson supports students to critically examine dominant narratives/text’s Eurocentric focus and introduces missing perspectives
 | * Candidate selects immigration and/or a Tier III word (i.e. economic opportunity, religious persecution)
* Candidate utilizes an evidence-based vocabulary strategy, such as a modified Marzano’s Six Steps, that actively engage students in defining, explaining, and using new words in multiple ways
* Candidate notices and addresses misconceptions (i.e. no one lived on this land prior to European Colonization)
* Candidate’s lesson launch or plan mitigates the Eurocentric focus of the text - naming, for example, that this is one immigration story not THE immigration story.
* Candidate introduces, or supports students to introduce, more diverse immigrant narratives, including connections to their own lives or current events
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1. According to the [Guidelines](https://www.doe.mass.edu/edprep/domains/field-based/pre-practicum.docx), given the necessity to scaffold early field-based experiences in order to meet the developmental needs of individual candidates and build towards full readiness for the licensure role, the pre-practicum may be considered to include two, potentially overlapping, stages. Stage 1 supports a candidate’s initial introduction to the PSTs and SMKs through activities such as guided observations, mixed-reality simulations, and mock teaching embedded into coursework. [↑](#footnote-ref-1)
2. The written reflection prompts are modeled after planning questions outlined in DESE’s [Guiding Principle 2 Quick Reference Guide](https://www.doe.mass.edu/instruction/gp2-qrg-questions.docx). [↑](#footnote-ref-2)