## **Massachusetts Department of Elementary and Secondary Education LogoPre-Practicum Gateway Task: Adapting Instructional Materials**

*Candidates will adapt high-quality instructional materials to meet the needs of all learners.*

**Alignment to** [**Professional Standards for Teachers**](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=08)**:**

* **Indicator 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.
	+ **Element II-A-1. Quality of Effort and Work:** Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.
	+ **Element II-A-2. Student Engagement:** Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.
	+ **Element II-A-3. Meeting Diverse Needs:** Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.

**Licensure Field/Grade-Level:**

This task can be adapted for use in any licensure program. See below for suggested instructions for developing, administering, and completing this task.

**Instructions for Administering the Task:**

Note: 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.

Consider using the instructional materials in use in partner districts (see [Heatmaps](http://www.doe.mass.edu/candi/impd/)) or select a lesson from a highly-rated curriculum (see [CURATE resources](http://www.doe.mass.edu/candi/curate/)). Providing candidates with access to and practice with high-quality instructional materials builds content knowledge fluency and helps prepare them to be critical consumers of curricular materials.

1. Select a lesson addressing specific standards from the [Massachusetts Curriculum Frameworks](http://www.doe.mass.edu/frameworks/current.html). *All teacher candidates in the program should be provided with the same sample instructional materials to complete this task.*
2. Calibrate around expectations for candidates’ responses by responding to the scorer calibration questions on [page 5](#_Scoring_Guide:_Scorer). Be clear about the specific information that you *must see* in the candidates’ responses in order to receive a score of “Meets Expectations.”
3. Provide the candidate(s) with the instructions ([page 2](#instructsionsforcand)) and the sample lesson.
4. Use the rubric to score the candidate’s submission.
5. Reconvene as a department or with the other scorers of this task to review candidate responses, identify trends, and discuss implications or adjustments necessary to continue to support candidate readiness and programmatic continuous improvement.

**Instructions for the Teacher Candidate:**

Imagine that you are preparing a lesson for a classroom of diverse learners. Review the sample instructional materials provided and respond to the following prompts (up to 3 single-spaced pages).

In practice, effective educators tailor instruction to the learning needs, interests, and cultural identities of the students in their classroom. This task is designed to encourage candidates to consider the characteristics of high-quality instructional materials, as well as the adaptations necessary to ensure that instruction is engaging, inclusive, and rigorous for *any* students to whom they may be assigned.

Research shows that student outcomes improve, especially for struggling students, with consistent access to grade-appropriate assignments, strong and engaging instruction, and teachers who hold high expectations ([TNTP, 2018](https://tntp.org/publications/view/student-experiences/the-opportunity-myth)).

1. Explain the ways in which these instructional materials require students to engage in discipline-specific practices or expectations as described in the Curriculum Frameworks (e.g. Standards for Mathematical Practice in mathematics,

integration of the strands in English language arts and literacy, or Science and Engineering Practices) in grade-appropriate ways.

1. a) Identify *where* and *how* the instructional materials support teachers to:
	* Engage all students;
	* Meet the needs of a classroom of diverse learners (including English Learners, Students with Disabilities, advanced students, and students at risk of not meeting standards); and
	* Communicate high expectations throughout the lesson.

b) Where there are gaps, explain *how* and *why* you would adapt the materials to better support teachers to engage all students, meet the needs of a classroom of diverse learners, and/or communicate high expectations.

1. Provide an example of an exemplary student work product/response that could be generated using these instructional materials and explain how you know that this exemplar is reflective of grade-level, standards-aligned expectations.

**Optional Extension Activities:**

* (Stage 2) Use the instructional materials in a classroom setting, videotape your lesson, and receive feedback from a supervisor about the instructional choices that you made that impacted student learning (I-A-3 Well-Structured Units and Lessons).

## **Sample Instructional Materials**

*Administration Instructions:* Use this space to insert the sample lesson plans or instructional materials for the candidates to review.

## **Scoring Guide**

The candidate’s submission will be scored according to the following criteria. In order to achieve a passing score on this gateway task, the candidate will demonstrate “Meeting” for all criteria.

| Criteria | Not Meeting | Approaching | Meeting |
| --- | --- | --- | --- |
| 1. Candidate describes the Curriculum Framework Practices (for STE or Math) or integration of Framework strands (for ELA) that students will be engaged in using the instructional materials.
 | * Does not clearly describe content-specific practices or expectations
 | * Candidate’s explanation of content-specific practices (STE or Math) or strand integration (ELA) reflects a basic or partial understanding of the Curriculum Framework
 | * Candidate’s explanation of content-specific practices (STE or Math) or strand integration (ELA) reflects a thorough understanding of the Curriculum Framework
 |
| 1. Candidate demonstrates understanding of ways that the materials should be adapted and implemented to best meet the needs of all students, including those with the greatest areas of need.
 | * Does not clearly describe how materials could be adapted or implemented
 | * Provides a description of at least one way in which the materials could be adapted and implemented but is missing detail
 | * Provides a thorough description of the ways in which the materials could be adapted and implemented to engage all students, meet the needs of diverse learners, and communicate high expectations.
* Response demonstrates understanding of expectations of teaching and learning in this licensure/content area.
 |
| 1. Candidate articulates high expectations for the quality of student work to be produced through use of the instructional materials.
 | * Student work exemplar is not aligned to the standards
* Does not articulate how/why exemplar is reflective of high expectations
 | * Student work exemplar is mostly aligned to the standards but does not fully meet expectations of rigor or cognitive complexity for the grade-level.
 | * Student work exemplar meets expectations for grade-level standards including the rigor or cognitive complexity
* Clearly articulates why exemplar is reflective of high expectations
 |

## **Scoring Guide: Scorer Calibration**

The candidate’s submission will be scored according to the following criteria. In order to achieve a passing score on this gateway task, the candidate will demonstrate “Meeting” for all criteria. Do not list all potential responses but rather identify the *“Must See’s”* that must be present in a candidate’s response in order for them to receive a score of Meets Expectations.

|  | Meeting Expectations Criteria | What Must You See in a Candidate’s Response in order to Meet Expectations? |
| --- | --- | --- |
| 1. Candidate describes the Curriculum Framework Practices (for STE or Math) or integration of Framework strands (for ELA) that students will be engaged in using the instructional materials.
 | * Candidate’s explanation of content-specific practices reflects a thorough understanding of the Curriculum Framework
 | * What practices (for STE or Math) or strand integration (for ELA) should the candidate identify and highlight in the lesson?
 |
| 1. Candidate demonstrates understanding of ways that the materials should be adapted and implemented to best meet the needs of all students, including those with the greatest areas of need.
 | * Provides a thorough description of the ways in which the materials could be adapted and implemented to engage all students and meet the needs of diverse learners and clearly articulates how they would know they were successful.
* Response demonstrates understanding of expectations of teaching and learning in this licensure/content area.
 | * In what ways should the lesson be adapted to engage all students, meet diverse needs, and reinforce high expectations?
* What are the specific expectations of teaching and learning in this licensure/content area that should be incorporated into this response?
 |
| 1. Candidate articulates high expectations for the quality of student work to be produced through use of the instructional materials.
 | * Student work exemplar meets expectations for grade-level standards including the rigor or cognitive complexity
* Clearly articulates why exemplar is reflective of high expectations
 | * What would represent high-quality student work in this lesson?
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1. According to the [Guidelines](http://www.doe.mass.edu/edprep/resources/pre-practicum.pdf), 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)