

Before beginning this task, read the complete directions provided in the CalTPA Candidate Handbook.

Case Study 1: Subject-Specific and Developmentally Appropriate Pedagogy

A. Contextual Information for Case Study 1

1. Elements of a Learning Experience in a Unit

Grade:	High School
Content Area:	English-Language Arts
Subject Matter:	Reading
Time Period for the Learning Experience:	Two 45-minute sessions in two consecutive days.

State-adopted Academic Content Standards for Students

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately

Vocabulary and Concept Development:

1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology

Learning Goals for the Learning Experience

Students will be able to do the following with a focus on solutions:

- Discern word meanings from context by using key words and context
- Infer word meanings by analyzing word roots and affixes
- Draw inferences about the meaning of scientific terminology

Instructional Resources Available

Passages from science textbooks, periodicals, and books; computers with Internet access; dictionaries

2. Class Description

Students are in a high school English class. They particularly need to have opportunities to learn content in different ways and to revisit content. Many of the students enjoy the school environment and like to socialize with each other. Most of the students are active in after-school activities, including sports, clubs, tutoring, and jobs, which leaves little time for homework. The majority of the class plans to attend the local community college or technical computer school. There are some students who are unsure about what careers they want to pursue. About two-thirds of the students in this class have at least one other class with their classmates.

Developmental Needs of the Students in Grades 9 -12

- understand connections between the lesson content and life outside of school

- develop advanced thinking and problem-solving skills
- develop socially and handle the intense social peer pressure to conform while maintaining individuality

B. Questions For Case Study 1

1. Given the contextual information for Case Study 1, think about a lesson you might use with these students that addresses the subject matter learning goals and the developmental needs of the students described. In the columns below describe:
- **Instructional strategies**
 - **Student activities**
 - **Instructional resources**

Note: Instructional strategies are what the teacher does during instruction and student activities are what the students do during the lesson.

Instructional Strategies	Student Activities

2. Based on your knowledge of the content and of student development, explain why the instructional strategies, student activities, and resources you listed in question 1:

<ul style="list-style-type: none"> • are appropriate for this class 	
<ul style="list-style-type: none"> • address the developmental needs of these students 	
<ul style="list-style-type: none"> • help these students make progress toward achieving the state-adopted academic content standards for students in this content area 	

— END OF CASE STUDY 1 —

Case Study 2: Assessment Practices

A. Contextual Information for Case Study 2

1. Elements of a Learning Experience in a Unit

Grade:	High School
Content Area:	English-Language Arts
Subject Matter:	Listening and Speaking
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

1.0 Listening and Speaking strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. The use gestures, tone, and vocabulary tailored to the audience and purpose.

Organization and Delivery of Oral Communication

1.5 Choose logical patterns of organization to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

1.6 Recognize and use elements of classical speech forms in formulating rational arguments and applying that art of persuasion and debate.

Learning Goals for Whole Unit

Students will be able to do the following:

- Choose logical patterns of organization to inform and to persuade
- Recognize elements of classical speech forms
- Analyze the elements of classical speech forms and in presentations of others
- Identify the features of quality notes

2. Teacher Reflection on Student Assessment for this Unit

“I am not satisfied with the assessment plan I used for the last unit of study. I gave the students a diagnostic test at the beginning of the unit, two quizzes during the unit, and a final test from the teacher’s guide. I feel, though, that I need additional information on what students really know and understand, their misconceptions, what they learned during instruction, and their progress toward achieving the learning goals. I am looking for ways to improve my assessment plan, so I can have a more complete understanding of how well these students learned the subject matter.”

3. Assessment Plan

	Day 1	Day 6	Day 11	Day 15
Goals Assessed	<i>Choose logical patterns of organization to inform and to persuade</i> <i>Recognize elements of classical speech forms</i>	<i>Recognize elements of classical speech forms</i>	<i>Identify the features of quality notes</i>	<i>Recognize elements of classical speech forms</i>
Type	Formal, diagnostic test from curriculum guide; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal, final chapter/unit exam from textbook; multiple choice and fill in the blank; summative
Purpose	Assess previous knowledge and skills	Assess acquired concepts and skills	Assess acquired skills and concepts	Assess acquired knowledge and skills from instructional unit
Implementation	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key
Feedback Strategies	Tell students of scores and inform student of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items
Informing Instruction	To determine what needs to be reviewed and where to begin teaching	To determine who has learned the material presented	To determine who has learned the material presented	To determine the achievement level of each student towards the goals

B. Questions for Case Study 2

<p>1.a. Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals of this unit.</p>	
<p>1.b. Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals of this unit.</p>	

2. Suppose you found the following additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher’s assessment plan.

Additional Assessment

1. Compare and contrast Abraham Lincoln’s “Gettysburg Address” to Martin Luther King , Jr.’s “I Have A Dream” to recognize the elements of classical speech forms
2. Select one element from each of the two speeches presented and discuss its impact on the given speech

Explain to the teacher how it might be used to improve the plan by answering the following questions:

<p>2.a.</p>	<p>When in the plan would you use this assessment?</p>	
<p>2.b.</p>	<p>What goals would be assessed by this assessment?</p>	
<p>2.c.</p>	<p>What type of assessment would it be?</p>	
<p>2.d.</p>	<p>What would be the purpose of the assessment?</p>	
<p>2.e.</p>	<p>How would you implement the assessment?</p>	
<p>2.f.</p>	<p>What feedback strategies would you use?</p>	

2.g.	How would the results of the assessment inform instruction?	
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3. Explain how using the additional assessment as you described in question 2 improves the teacher’s assessment plan and what specific information would be gained about what the students really know and understand about the content area, their misconceptions, and their progress toward achieving the learning goals.

— END OF CASE STUDY 2 —

Case Study 3: Adaptation of Subject-Specific Pedagogy for English Learners

A. Contextual Information for Case Study 3

1. Elements of a Learning Experience for 2 Days in a Unit

Grade:	High School
Content Area:	English-Language Arts
Subject Matter:	Writing/Listening and Speaking
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

1.0 Writing Applications

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organization, and drafting strategies outlined in Writing Standard 1.0.

2.1 Write biographical or autobiographical narratives or short stories.

2.2 Write responses to literature.

- a) demonstrate a comprehensive grasp of the significant ideas of literary works.

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

Organization and Deliver of Oral Communication

1.3 Choose logical patterns of organization to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

Learning Goals for Whole Unit

Students will be able to do the following:

- View prewriting as an exploration of ideas
- Use a model of an autobiographical incident as motivation for writing
- Recognize the characteristics of an autobiographical incident essay
- Plan an autobiographical incident
- Examine memories to find a topic for an autobiographical incident
- Identify the impact of an incident in order to define the purpose and audience of the essay
- Draft, revise, proofread, publish, and present an autobiographical incident essay

Relationship to Preceding and Subsequent Learning Experiences

An overview of the stages of the writing process has been covered. The exploration and implementation of the stages of the writing process will be explored through personal and expressive writing. The writing skill of telling a personal anecdote will be developed in an autobiographical incident essay and will be extended to collecting and organizing a series of family stories into a family history and to selecting an amusing situation for a tall tale. This exploration of the writing process will form the basis of the next unit on observation and descriptive writing.

2. Outline of Plans for Days 1 and 2

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the two days.

Instructional Strategies

On Day 2, lead a discussion about why stories of real events are more interesting than fictional accounts. Set up the reading of a model of an autobiographical incident essay. Read the excerpt in the textbook (vary between silent and oral reading). Lead a discussion about how the author depicts a personal incident. Pose the questions, “Why do you think the author chose to write about this incident?” and “What ideas for a subject does this autobiographical incident essay bring to mind?” Have students write two paragraphs as their response to the questions in their writing journals.

On Day 3, allow students to complete their journal entry. Link the journal entry to the model. Present examples of exploratory activities to help students examine their own memories to find a topic. Working with a partner, have students complete an activity using their response to the questions as a reference and discuss their ideas. Have students orally present a summary of their ideas to the whole class and receive feedback.

Student Activities

Participate in a discussion about real events and fictional accounts. Read and listen to the model of an autobiographical incident and carefully consider the questions. Write paragraphs to address the questions posed by the teacher. Complete written response in writing journals.

Work with a partner to complete an exploratory activity using their written response as a reference. Orally present a summary of their ideas to the whole class. Provide feedback to other students.

Progress Monitoring

- Teacher will use class discussions, journal writing, exploratory activity, oral presentations, and portfolio to determine the level of learning.
- Students will receive written and oral comments from their teacher and oral feedback from their peers.

3. Student Description

Elena is a 15 year-old 10th grader and an English learner. She is from Mexico and both of her parents are professionals. Her extended family includes aunts, uncles, and cousins. Her grandparents live in Mexico and she and her family visit them in the summer. She has been in

the United States for one and a half years. She is literate in Spanish and often reads Spanish literature. Her report cards from her school in Mexico indicate above average grades. Elena is somewhat shy socially but is well liked and works well in small groups. She is seldom absent from school. The CELDT results indicate overall score in the Early Intermediate range, and she has been identified as an English learner.

Written Response to: “What is your favorite family day?”

A Special Family Celebration

As special family time is when my family celebrate the anniversary of my grandmother and grandfather. They are my abuelita and abuelito. Why is it especial? I like this because all my family come to my grandparent house for make especial food of my country. The fiesta is very especial. My grandparent have marry 45 year. They live in Mexico my tia, tio and primos all go to Mexico for all family celebrate together. We like have all family together. My primos and me see friends in our city . We give grandparent big picture of all family. Grandparent like fiesta and gift. They are much happy.

Transcript of Oral Response to: “Tell my about your dance class.”

I like my dance class at community center. I need class for forget my problems. Is like help. I forgot my problems. When I dance, I like my dress because everybody look me and say, “Oh, that look pretty.” Everybody take my picture. I was in newspaper. When I dancing, I feel very good. I like that because I represent my country.

B. Questions for Case Study 3

1.	Identify two specific learning needs the student has as an English learner, based on the student description and the responses.	
2.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.	
2.b.	Explain why the strategy or activity you chose could be challenging to the student. Use your	

	<p>knowledge of English learners and your analysis of the student’s learning needs in your explanation.</p>	
3.a.	<p>Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Consider specific subject matter pedagogy when writing your description.</p>	
3.b.	<p>Explain how your adaptation would be effective for the student in making progress toward the learning goals of the lesson.</p> <p><i>(In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)</i></p>	
3.c.	<p>Explain how your adaptation would be effective for the student in making progress toward English language development.</p> <p><i>(In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)</i></p>	
4.a.	<p>Which progress monitoring assessment from the outline of plans would you choose to monitor this student’s progress toward achieving the learning goal(s)?</p>	
4.b.	<p>Give a rationale for your choice of progress monitoring assessment. Use your knowledge of content in this unit, and</p>	

	this student’s English language abilities in your rationale.	
5.	Based on what you learned about this student’s English proficiency, what would be your next steps in planning to facilitate her English language development? Consider specific information from the student description and her written and oral language samples when responding.	

— END OF CASE STUDY 3 —

Case Study 4: Adaptation of Subject-Specific Pedagogy for Students with Special Needs

A. Contextual Information for Case Study 4

1. Elements of a Learning Experience for 3 Days in a Unit

Grade:	High School
Content Area:	English-Language Arts
Subject Matter:	Reading/Writing/Listening and Speaking
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Reading

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.3 Analyze interactions between main and subordinate characters in a literary text

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

Writing

1.0 Writing Applications

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

2.4 Write persuasive compositions

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

2.3 Apply appropriate interview techniques

Learning Goals for Whole Unit

Students will be able to do the following:

- Read and respond to works of literature
- Analyze interactions between characters
- Analyze and trace an author's development of time and sequence
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

Relationship to Preceding and Subsequent Learning Experiences

Prior to this unit, students have studied interviewing techniques and persuasive compositions, but have not applied these skills to analyzing literary works. In the future, they will use the skills covered in this unit to analyze more complex works of literature.

2. Outline of Plans for Days 3, 4, and 5

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the three days.

Instructional Strategies

On Day 3, read passages from novel revealing interactions between main and subordinate characters (vary between independent silent and oral reading to whole class). Lead whole-class discussion and analysis of the interactions. Have students respond in writing to teacher-generated questions. Reading of passages and discussion will take most of Day 3. Written responses to questions are homework.

On Day 4, role-play a character in the novel and interview the author. Lead a class analysis of and discussion about the interview. Students work in small groups to select a character and create an interview between the character and the author. As a group, they present to class and receive feedback from others.

On Day 5, have students read a passage in the novel that contains a dialogue of a character trying to persuade another character not to act in a certain manner. Students discuss the passage with a partner. Each student writes a persuasive letter trying to convince a character not to do something or to take different actions. Have students exchange letters and do a written analysis.

Student Activities

- In class, read either silently or orally passages from the novel, take notes, and participate in the class discussion about the passage. For homework, complete written responses to questions.
- Listen to the interview between a character and the author, take notes, and participate in the class analysis and discussion. Work with group members to write an interview between a chosen character and the author. Present the interview with other group members to the whole class. Provide feedback to other groups when they present.
- Read passage and discuss it with a partner. Write a persuasive letter to a character. Read a letter written by another classmate and analyze it for its effectiveness, and write the results of the analysis.

Progress Monitoring

- Teacher will use class discussion, responses to questions, group presentation and analysis, and persuasive letter and analysis to monitor student progress.
- Students will receive written and oral comments from the teacher and other students.

3. Student Description

Alex is a 15-year-old boy in the 10th grade. He had difficulty with the development of his early literacy skills, including the acquisition of sound/symbol relationships and word identification, demonstrated in both his reading and writing. In the second grade, Alex was identified as a student with specific learning disabilities. Since then, Alex has received special education support primarily in a resource room for language arts, while he is included in the general education curriculum. He is able to independently read text at a 7th grade level and continues to struggle with decoding words. Alex also has asthma for which he takes daily medication and occasionally needs to use an inhaler. He is a self-isolating person who does not readily join into whole-class conversations or contribute to group learning situations. His tendency is to sit alone at lunch and to be by himself during transitional time. There is no in-class support for this student.

B. Questions for Case Study 4

1.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the description of the student’s learning disability.	
1.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
1.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
1.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning	

	goal(s) of this unit.	
2.a.	Identify one additional instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the student’s other learning needs.	
2.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
2.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
2.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
3.a.	What progress monitoring assessment would you choose to obtain evidence of the student’s progress toward a learning goal(s)?	
3.b.	Give a rationale for your choice of assessment. Use your knowledge of academic content in this unit, and this student’s learning needs in your rationale.	

— END OF CASE STUDY 4 —