

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:	History-Social Science
Subject Matter:	United States History and Geography
Time Period for the Learning Experience:	Two 45-minute sessions in two consecutive days.

State-adopted Academic Content Standards for Students

United States History and Geography

11.8 Students analyze the economic boom and social transformation of post-World War II America

11.8.f Discuss the diverse environmental regions of North America, their relationship to particular forms of economic life, and the origins and prospects of environmental problems in those regions

Learning Goals for the Learning Experience

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

- Discuss the diverse environmental regions of North America in post-World War II America
- Read and interpret maps of the regions of North America
- Read and interpret diagrams, graphs, charts, and/or tables of the local economies of the environmental regions
- Describe the environmental problems in those regions.

Instructional Resources Available

Map of North America, diagrams, graphs, charts, and tables of the local economies of diverse environmental regions in North America, marking pens, poster paper, United States History and geography textbook, and supplemental books of post-World War II America

2. Class Description

Students are in a high school United States history and geography 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.

3. 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:	History-Social Science
Subject Matter:	World History, Culture, and Geography
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

World History, Culture, and Geography: The Modern World

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty.

Learning Goals for Whole Unit

Students will be able to do the following:

- Recognize the significance of a Greek philosopher's belief in reason and natural law
- Identify the major ideas of Locke, Rousseau, Bolivar, and Jefferson
- Analyze the major ideas of Locke, Rousseau, Bolivar, and Jefferson and discuss their effects on the democratic revolutions of England, the United States, France and Latin America
- Identify the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man and the Citizen, and the US Bill of Rights
- Understand the American Revolution, its spread to other parts of the world, and its significance to other nations.

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, all of which came 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 the 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>Recognize the significance of Greek Philosopher's belief in reason and natural law</i>	<i>Identify the major ideas of Locke, Rousseau, Boliver, and Jefferson</i>	<i>Identify the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man and the Citizen, and the U.S. Bill of Rights</i>	<i>Identify the major ideas of Locke, Rousseau, Boliver, and Jefferson</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

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.	
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.	

2. Suppose you found the 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 the major ideas of Locke, Rousseau, Bolivar, and Jefferson and the philosophy of natural rights and natural law on which the democratic revolutions were based.
2. Analyze the effect of the major ideas of the above philosophers on the democratic revolutions of England, the United States, France, and Latin America.

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

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

2.f.	What feedback strategies would you use?	
2.g.	How would the results of the assessment inform instruction?	

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

— 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:	History-Social Science
Subject Matter:	World History, Culture, and Geography
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

World History, Culture, and Geography: The Modern World

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States

Learning Goals for Whole Unit

Students will be able to do the following:

- Understand the major changes that mechanization of production wrought in England's economy, politics, society, culture, and physical environment
- Examine critical responses such as the development of labor unions, the emergence of socialist thought, the Romantic impulse in art and literature, and the social criticism of Charles Dickens
- Be aware of successful social reforms such as the abolition of slavery

Relationship to Preceding and Subsequent Learning Experiences

The Industrial Revolution will be covered in a manner similar to other historical events. Events are studied in chronological order. Some of the skills, such as research, have been covered earlier in the year.

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 1, lead a discussion about the term "Romanticism" – characteristics, examples, and influence on art and literature. Write student ideas on the board. Have students independently read the poem, "The New Jerusalem," by William Blake. Then present the following questions: "What characteristics about this poem would help to classify it as Romantic, and, based on the poem, what do you think are the poet's thoughts and feelings about the Industrial Revolution?" Have student write three or four paragraphs to explain their answer to classmates.

On Day 2, allow students to complete written response. Have students practice with a partner orally summarizing their written work. Then have them individually share their oral summaries with the whole class and receive feedback.

Student Activities

Participate in discussion about “Romanticism.” Read the poem, “The New Jerusalem,” by Blake. Listen to and carefully consider the questions. Write three or four paragraphs to address the questions.

Complete the written response. Practice with a partner to orally summarize their written work. Present oral summary to whole class. Provide feedback to other students.

Progress Monitoring

Teacher will use class discussions, responses to questions and scenarios, group mock interviews, and research reports to determine level of learning.

Students will receive written and oral comments from the teacher and oral feedback from 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

A 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

<p>1.</p>	<p>Identify two specific learning needs the student has as an English learner, based on the student description and the responses.</p>	
<p>2.a.</p>	<p>Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.</p>	
<p>2.b.</p>	<p>Explain why the strategy or activity you chose could be challenging to the student. Use your knowledge of English learners and your analysis of the student’s learning needs in your explanation.</p>	
<p>3.a.</p>	<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>	
<p>3.b.</p>	<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>	

<p>3.c.</p>	<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>	
<p>4.a.</p>	<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>	
<p>4.b.</p>	<p>Give a rationale for your choice of progress monitoring assessment. Use your knowledge of content in this unit, and this student’s English language abilities in your rationale.</p>	
<p>5.</p>	<p>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.</p>	

— 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:	History-Social Science
Subject Matter:	World History, Culture and Geography
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

World History, Culture, and Geography: The Modern World

10.8 Students analyze the causes and consequences of the Second World War.

10.9 Students analyze the international developments in the post-World War II world.

Learning Goals for Whole Unit

Students will be able to do the following:

- Distinguish valid arguments from fallacious arguments in historical interpretations
- Evaluate major debates among historians concerning alternative interpretations
- Construct and test hypotheses about U.S. entry into the war by collecting, evaluating and employing information from multiple primary and secondary sources; and apply it in oral and written presentations.

Relationship to Preceding and Subsequent Learning Experiences

World War II will be covered in a manner similar to other historical events. Events are studied in chronological order. Some of the skills, such as research, have been covered earlier in the school year.

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

Read textbook passages about political leaders, their actions, and debates about their actions (vary between independent silent and oral reading to whole class). Lead whole-class discussion about the concepts in the passages. Have students respond in writing to the questions in the textbook. Reading of textbook and discussion will take most of Day 3.

Do a mock interview at the end of Day 3 using a script from the activity workbook. The interview is with a political leader that challenges the leader's actions and decisions as example for students. Lead class analysis of interview and discussion.

On Day 4, students work in small groups to create their own interviews with other political leaders. They present to class and receive feedback from others.

On Day 5, have students read in their textbook letters written by an American soldier in Europe and by a woman in US who went to work in a factory. Each author gives his or her interpretation of the war and how it changed his or her life. Discuss the letters with a partner. Have individual students select a role from the list of societal roles during the war and write their own letters. Have students “send” letter to a classmate for review.

Student Activities

In class, read textbook, take notes, analyze debates, and participate in class discussion about concepts presented. For homework, complete written responses to questions in textbook.

Listen to mock interview, take notes, and participate in class analysis and discussion. Work in a group to create own interview that challenges some of a selected leader’s actions. Perform interview for whole class. Provide feedback to other groups. Do in class.

Read letters in class. For homework, based on the role they chose, write a letter describing how the war has affected their life. In class, read a letter written by another classmate and analyze for historical understanding and accuracy.

Progress Monitoring

The teacher will use class discussions, responses to questions, group mock interviews, and letters 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

<p>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.</p>	
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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.
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— END OF CASE STUDY 4 —