

## Task 1 Directions

You will be responding to one of the versions of Task 1 depicted in the chart below. There are five content versions of Task 1 available: one for Multiple Subjects candidates, and one each for Single Subject candidates in English/Language Arts, History/Social Science, Mathematics, and Science. You will respond to each of the four scenarios within the version that matches your content area.

<b>Task 1: Content-Specific and Developmentally Appropriate Pedagogy</b>	<b>Scenario 1: Developmentally Appropriate Pedagogy</b>	<b>Scenario 2: Assessment Practices</b>	<b>Scenario 3: Adaptation of Content-Specific Pedagogy for English Learners</b>	<b>Scenario 4: Adaptation of Content-Specific Pedagogy for Students with Special Needs</b>
<b>Multiple Subjects</b>	<b>Content Area:</b> English/Language Arts  <b>Subject Matter:</b> Reading • Writing	<b>Content Area:</b> Mathematics  <b>Subject Matter:</b> Measurement and Geometry	<b>Content Area:</b> Science  <b>Subject Matter:</b> Life Science	<b>Content Area:</b> History/Social Science  <b>Subject Matter:</b> California History
<b>Single Subject: English/Language Arts</b>	<b>Content Area:</b> English/Language Arts  <b>Subject Matter:</b> Reading	<b>Content Area:</b> English/Language Arts  <b>Subject Matter:</b> Listening and Speaking	<b>Content Area:</b> English/Language Arts  <b>Subject Matter:</b> Writing • Listening and Speaking	<b>Content Area:</b> English/Language Arts  <b>Subject Matter:</b> Reading • Writing • Listening and Speaking
<b>Single Subject: History/Social Science</b>	<b>Content Area:</b> History/Social Science  <b>Subject Matter:</b> US History and Geography	<b>Content Area:</b> History/Social Science  <b>Subject Matter:</b> World History, Culture, and Geography	<b>Content Area:</b> History/Social Science  <b>Subject Matter:</b> World History, Culture, and Geography	<b>Content Area:</b> History/Social Science  <b>Subject Matter:</b> World History, Culture, and Geography
<b>Single Subject: Mathematics</b>	<b>Content Area:</b> Mathematics  <b>Subject Matter:</b> Geometry	<b>Content Area:</b> Mathematics  <b>Subject Matter:</b> Algebra	<b>Content Area:</b> Mathematics  <b>Subject Matter:</b> Mathematical Analysis	<b>Content Area:</b> Mathematics  <b>Subject Matter:</b> Probability and Statistics
<b>Single Subject: Science</b>	<b>Content Area:</b> Science  <b>Subject Matter:</b> General Science: Chemistry	<b>Content Area:</b> Science  <b>Subject Matter:</b> General Science: Biology/Life Sciences	<b>Content Area:</b> Science  <b>Subject Matter:</b> General Science: Biology/Life Sciences	<b>Content Area:</b> Science  <b>Subject Matter:</b> General Science: Physics

## COMPLETING YOUR RESPONSE

**Note: Before completing your response, read through all of these directions and all of the prompts within the task.**

For Scenario 1: “Developmentally Appropriate Pedagogy,” you will demonstrate your ability to understand the connection between information about a class and designing developmentally appropriate activities. In order for you to complete this step of your response, you will:

- Read the “Elements of a Learning Experience in a Unit,” “Class Description,” and “Developmental Needs of the Students” which are provided.
- Describe one or more combinations of instructional strategies and student activities that address both the academic content goals and the developmental needs of the students in this scenario.
- Explain why the instructional strategies and student activities that you have described are appropriate for the students, address their developmental needs, and help them make progress toward achieving the state-adopted academic content standards for students.

For Scenario 2: “Assessment Practices,” you will demonstrate your ability to understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction as well as your ability to use multiple measures to assess student knowledge, skills, and behaviors. In order for you to complete this step of your response, you will:

- Read the “Elements of a Learning Experience in a Unit,” “Teacher’s Dilemma,” and “Assessment Plan” which are provided.
- Analyze the assessment plan, identifying the strengths and weaknesses of the plan in relation to the academic learning goals of the unit.
- Read the “Additional Assessment” provided.
- Describe how the additional assessment could improve the plan and address the teacher’s dilemma concerning assessment.

For Scenario 3: “Adaptation of Content-Specific Pedagogy for English Learners,” you will demonstrate your knowledge of pedagogical theories, principles, and instructional practices for advancing English language development and your ability to analyze a student’s specific learning needs and to plan differentiated instruction to meet those needs. (*See the section “Making Choices” for guidance in selecting the lesson.*) In order for you to complete this step of your response, you will:

- Read the “Elements of a Learning Experience for 2 Days in a Unit,” “Outline of Plans for Days 3 and 4,” and the “Student Description,” including the “Written Response” and the “Transcript of Oral Response” provided.
- Identify two specific learning needs the student has as an English learner.
- Identify a strategy or activity from the outline of plans that would be challenging for the student.
- Suggest an adaptation to the strategy or activity and explain how it would be effective in supporting the student’s academic progress and English language development.
- Identify an assessment you would use to monitor the student’s progress and give a rationale for your choice.
- Describe the next steps in facilitating the student’s English language development.

For Scenario 4: “Adaptation of Content-Specific Pedagogy for Students with Special Needs,” you will demonstrate your ability to understand the connection between information about a student and adapting lessons for this student. In order for you to complete this step of your response, you will:

- Read the “Elements of a Learning Experience for 3 Days in a Unit,” the “Outline of Plans for Days 3, 4, and 5,” and the “Student Description” provided.
- Identify parts of the plan that would be challenging for the student, considering his learning disability and other learning needs.
- Describe adaptations to the plan to meet the needs of the student and explain why they would be effective for this student and this content.
- Identify an assessment you would use to monitor the student’s progress and give a rationale for your choice.