

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:	2
Content Area:	Language Arts
Subject Matter:	Reading and Writing
Time Period for the Learning Experience:	Two 30-minute sessions in two consecutive days.

State-adopted Academic Content Standards for Students

Reading: narrative Analysis of Grade-Level Appropriate Text

3.1 Compare and contrast plots, settings, and characters presented by different authors.

Writing: Applications

2.1 Write brief narratives based on their experiences

b. Describe the setting, characters, objects and events in detail

Learning Goals for the Learning Experience

Students will be able to do the following with a focus on literary response and analysis:

- Compare and contrast settings presented by different authors
- Describe the settings in detail in writing

Instructional Resources Available

Age-Appropriate children’s literature and writing journals

2. Class Description

This is a self-contained, second grade class. It is mid-year of the academic year. Most students are 7 year-olds. The class has a combination of on-grade readers, developing readers, and reluctant readers. Almost all of the students enjoy school, are friendly to each other, and like to explore new content. Students prefer to have adults read to them to reading silently. They do like to make up their own stories, but their vocabulary is not fully developed, and they struggle with writing their thoughts on paper. Some students are frustrated with their penmanship because their fine motor skills are still somewhat limited. The school is located in the students’ neighborhood, which contains a small playground and a small shopping area. For most students, there are movie theatres, a museum, a shopping mall, a public library, game arcades, and playing fields within a 30-minute car or bus ride, but not within walking distance.

3. Developmental Needs of the Students in Grades K-3

- Experience a structured day
- Develop age-appropriate literacy skills

- Participate in hands-on experiences.

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:	3
Content Area:	Mathematics
Subject Matter:	Measurement and Geometry
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Measurement and Geometry:

- 1.0: Students choose and use appropriate units and measurement tools to quantify the properties of objects.
- 1.2: Students estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them
- 2.0: Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems
 - 2.1 Identify, describe, and classify polygons
 - 2.2 Identify attributes of triangles
 - 2.3 Identify attributes of quadrilaterals

Learning Goals for Whole Unit

Students will be able to do the following:

- Identify, describe, and classify polygons (including pentagons, hexagons, and octagons)
- Identify attributes of triangles (e.g., isosceles – two congruent sides, equilateral – three congruent sides, right – a right angle)
- Identify attributes of quadrilaterals (e.g., parallelogram – two pairs of parallel sides, rectangle – all congruent angles, square – all sides and angles congruent).
- Calculate the area of rectangles, right triangles, and polygons that can be partitioned into rectangles and right triangles (side length will be integral).

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>Identify shapes, count edges and angles, and find the area of rectangles</i>	<i>Identify, describe, and classify polygons of 4,5, and 8 sides</i>	<i>Identify attributes of triangles and quadrilaterals</i>	<i>Identify, describe, and classify all polygons. Find area of rectangles, right triangles, and irregular shapes that can be partitioned into rectangles and right triangles.</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. Identifying strengths and weaknesses.

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

Students are given boxes of plastic triangles, squares, rectangles, pentagons, hexagons, and octagons. The boxes contain similar as well as dissimilar examples of each type of polygon. Students are to group the polygons by similar attributes. Attributes include: number of sides, number of angles, parallel sides, perpendicular sides, and equilateral sides. In addition, students will group and describe figures with matching angles.

Explain to the teacher how the additional assessment might be used to improve the assessment 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 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:	4
Content Area:	Science
Subject Matter:	Life Sciences
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Life Sciences:

- 3 Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept,
 - a) students know ecosystems can be characterized by their living and nonliving components
 - b) student know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all
 - c) students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter
 - d) students know that most microorganisms do not cause disease and that many are beneficial

Learning Goals for Whole Unit

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

- Perform investigations, including formulating predictions, testing predictions, and drawing conclusions
- Collect information by observing, measuring, and graphing
- Compare, contrast, and evaluate basic principles of survival

Relationship to Preceding and Subsequent Learning Experiences

Basic principles of survival will be covered in a manner similar to other scientific units. Science process skills are important investigation tools, and opportunities for developing them are provided throughout the unit. Some of the skills, such as observation and measurement, have been covered in other scientific units and will again be used in the next unit on rocks and minerals.

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 "living organisms:" characteristics, examples, and habitats. Write student ideas on the board. Have students independently read a handout concerning a frog that has recently become extinct. Then present the following scenario: "Choose an animal and investigate its habitat and how it meets its needs. " Have students use library resources, encyclopedias, or the internet and write two or three paragraphs using newly acquired scientific terms 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 using newly acquired scientific terms with the whole class and receive feedback on the accuracy of their understanding of animal habitats.

Student Activities

- Participate in discussion about "living organisms." Read the handout about an extinct frog. Listen to and carefully consider the scenario. Use library resources, encyclopedias, or the Internet to research answers and write two or three paragraphs using newly acquired scientific terms and applying them to the scenario.
- Complete the written response. Practice with a partner to orally summarize their written work. Present oral summary, using newly acquired scientific terms, to whole class. Provide feedback to other students on the accuracy of their understanding of animal habitats.

Progress Monitoring

- Teacher will use class discussions, oral presentations, journal writing, quizzes on scientific terms, and portfolios to determine the level of learning.
- Students will receive written and oral feedback from the teacher and oral feedback from peers.

3. Student Description

Elena is a 9 year-old 4th 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 books and magazines. 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*

My grandparent have special celebration. They have marry 45 year. My mother and father and me make long trip to Mexico to celebrate. We carry especial gift it is a picture of all family. My tio, tia and primos going to. We like visit grandparent and especial celebration. All family cook especial food of Mexico for celebration. I

remember in Mexico we all time together. I miss my abuelita and abuelito. That is the name we say for grandparent in my country. The celebration is fun we see friends and play. My grandparent very happy. I want to stay in Mexico. Soon we say adios.

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 may 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 knowledge of English learners and your analysis of the student’s learning needs in your explanation.	
3.a.	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>	<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 based on the lesson plan 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:	4
Content Area:	Social Studies
Subject Matter:	California History
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Students demonstrate an understanding of the physical and human geographic features that define places and regions in California

- 4.3 Student explain the economic, social and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

Learning Goals for Whole Unit

Students will be able to do the following:

- Describe the gold Rush and place it in the state’s historical timeline
- Identify how the region’s physical environment affected human activity
- Use maps and charts to identify and describe the Gold Rush region
- Describe how the Gold Rush changed and influenced life in California
- Describe life of people participating in the Gold Rush

Relationship to Preceding and Subsequent Learning Experiences

The Gold Rush will be covered in a manner similar to other historical events. Events are being studied in chronological order. Some of the skills, such as map reading, have been covered with other historical events.

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 2, present to whole class what it was like at beginning of the Gold Rush by reading excerpts from biographies and lead a whole-class discussion. Read textbook passages (vary between silent and oral reading). Lead discussion about the concepts in the passages. Have students respond in writing to the questions in the book for homework.

On Day 3, review homework from Day 2. Do a mock interview with a prospector from the biographies as example for students. Students work in small groups to create their own interviews with other people in the biographies. They present to class and receive feedback from classmates.

On Day 4, have students read in their textbook a letter written by a resident of California describing the Gold Rush and how it changes his or her life. Have students discuss the letter with a partner. Have individual students select a role from the list of societal roles during the Gold Rush and write their own letters. Have students “send” letter to a classmate for review.

Student Activities

- Listen to excerpts from biographies and participate in discussions. Read textbook and participate in class discussion about concepts. Complete written responses to questions in textbook for homework.
- Listen to mock interview and participate in class discussion. Work with group members to select a character from the biographies previously covered. The group members create and write the script for an interview with the character. Perform interview for whole class. Provide feedback to other groups.
- Read silently the letter in their textbook. Discuss with partner. Select a role from the list and write a letter describing how life has changed for them. Exchange letter with a classmate.
- Read and analyze the classmate’s letter for historical understanding and accuracy.

Progress Monitoring

- To monitor student progress, the teacher will use class discussions, written responses to questions, group role-playing or interviews, and a letter describing how life has changed for them.
- Students will receive written and oral feedback, peer review and feedback on group work as well as individual conferencing with the teacher when needed.

3. Student Description

Alex is a 9-year-old boy in the 4th 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 first 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 on the playground. 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 lesson plan 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 one or more 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 —