

## **Scenario 1: High School Spanish - Developmentally Appropriate Pedagogy**

### **Directions:**

Read the contextual information below for this scenario. Analyze the information and incorporate it into your responses to the prompts.

### **CONTEXTUAL INFORMATION for SCENARIO 1:**

#### **Elements of a Learning Experience in a Unit**

**Grade:** High School      **Content Area:** Spanish      **Subject Matter:** Interactive communication

**Time Period for the Learning Experience:** Two 45-minute sessions in two consecutive days

#### **Academic Content Standards for Students (Superintendent’s Challenge + Framework)**

Interactive Communication

Standard 1

Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

#### **Learning Goals for the Learning Experience**

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

- use short sentences, learned words and phrases, simple sentences and commands
- understand ideas and familiar facts presented in uncomplicated speech.

#### **Instructional Resources Available**

textbook, regalia, transparencies, dry-erase markers, other materials as necessary.

**Class Description**

Students are in a high school Spanish class. They particularly need 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**

- 1) understand connections between the lesson content and life outside of school
- 2) develop advanced thinking and problem-solving skills
- 3) develop socially and handle the intense social peer pressure to conform while maintaining individuality

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**PROMPTS for SCENARIO 1:**

**Directions:** (Type your response in the boxes provided below prompt 1 and in the space directly below prompt 2.) Review the contextual information for this scenario and use the information to respond to the following:

- 1) Think about a lesson you might use with these students that addresses both the communicative learning goals and the developmental needs of the students that are listed above. What combination of instructional strategies and student activities would you include in the lesson? Describe one or more combinations of instructional strategies and student activities that address both the communicative learning goals and all of the developmental needs of the students. You may either describe one comprehensive strategy/activity or two or three separate strategy/activity combinations.

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

Your description of the instructional strategies and the student activities should refer to and include what instructional resources would be used and how they would be used. Remember to choose strategies and activities based on the communicative learning goals.

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<b>Instructional Strategies</b>	<b>Student Activities</b>

- 2) Use your knowledge of Spanish pedagogy and adolescent (9-12) development to explain why your instructional strategies and student activities:
- a) are appropriate for this high school class,
  - b) address the developmental needs of these students, and
  - c) help these students make progress toward achieving these state-adopted academic content standards for students in Spanish that are addressed in this unit.

**END OF SCENARIO 1**

## **Scenario 2: High School Spanish - Assessment Practices**

### **Directions:**

Read the contextual information below for this scenario. Analyze the information and incorporate it into your responses to the prompts.

### **CONTEXTUAL INFORMATION for SCENARIO 2:**

#### **Elements of a Learning Experience in a Unit**

**Grade:** High School **Content Area:** Spanish **Subject Matter:** Acquiring and Presenting Cultural Information

**Time Period for Whole Unit:** 3 weeks

**Academic Content Standards for Students (3&4 from Superintendent’s Challenge + Framework)**

Cultural Knowledge  
Standard 4

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Presentation of information  
Standard 3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

#### **Learning Goals for Whole Unit**

Students will be able to do the following:

- acquire knowledge of social, political and economic institutions, great figures of history, literatures, and fine art
- gain knowledge of everyday life in Spanish speaking countries
- identify, and analyze, and discuss various patterns of behavior or interaction typical of the culture studied
- perform scenes or recite poems or excerpts from short stories connected to a topic from other disciplines such as history, literature or the arts.

**Teacher's Dilemma**

I am not pleased 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. The information that I got from those assessments was minimal, and I'm just not getting a handle on what they 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.

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**Assessment Plan**

Unit on Culture

<b>When</b>	<b>Goals Assessed</b>	<b>Type</b>	<b>Purpose</b>	<b>Implementation</b>	<b>Feedback Strategies</b>	<b>Informing Instruction</b>
<b>Day 1</b>	Identify basic cultural features of a specific country or general region	Formal, diagnostic test from curriculum guide; multiple choice; formative	Assess previous knowledge and skills	Individual assessment; paper and pencil; teacher corrects with an answer key	Tell students of scores and inform students of correct and incorrect items	To determine what needs to be reviewed and where to begin teaching
<b>Day 6</b>	Identify basic cultural products and processes of a Spanish speaking region	Formal quiz, original or from the textbook; multiple choice; formative	Assess acquired concepts and skills	Individual assessment; paper and pencil; teacher corrects with an answer key	Inform students of correct and incorrect items	To determine who has learned the material presented
<b>Day 11</b>	Identify basic elements of everyday life in a Spanish speaking country	Formal quiz from the textbook; multiple choice; formative	Assess acquired concepts and skills	Individual assessment; paper and pencil; teacher corrects with an answer key	Inform students of correct and incorrect items	To determine who has learned the material presented
<b>Day 15</b>	Perform scenes or poems related to other disciplines	Group presentations; summative	Assess acquired knowledge and skills from instructional unit	Rubric developed in collaboration with the students	Inform groups students of success of presentation	To determine the achievement level of each student towards the goals

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**PROMPTS for SCENARIO 2:**

**Directions:** (Type your response in the space directly below prompts 1 and 3 and in the boxes provided below prompt 2.) Review the contextual information for this scenario and use the information to respond to the following:

- 1) Analyze the given assessment plan.
  - a) Identify one strength in the plan and explain why it is a strength in relation to the learning goals of this cultural unit.
  - b) Identify one weakness in the plan and explain why it is a weakness in relation to the learning goals of this cultural unit.

Note: Refer to this additional assessment when responding to prompts 2 and 3.

**Additional Assessment**

1. Compare and contrast the role of the family in the culture you have just studied with the typical role of the family in the United States of America.
2. Discuss how the literature or fine arts of a culture relate to its history and social institutions.

- 2) Suppose you found the additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher’s assessment plan. Explain to the teacher how it might be used to improve the plan by answering the following questions:
  - a) When in the plan would you use this assessment?
  - b) What goals would be assessed by this assessment?
  - c) What type of assessment would it be?
  - d) What would be the purpose of the assessment?
  - e) How would you implement the assessment?
  - f) What feedback strategies would you use?
  - g) How would the results of the assessment inform Spanish instruction?

When	Goals Assessed	Type	Purpose	Implementation	Feedback Strategies	Informing Instruction

- 3) Explain how using the additional assessment as you described in prompt 2 improves the teacher’s assessment plan and addresses the teacher’s dilemma of needing more information about what the students

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really know and understand, their misconceptions, and their progress toward achieving the learning goals in Spanish.

**END OF SCENARIO 2**

### Scenario 3: High School Spanish - Adaptation of Content-Specific Pedagogy for English Learners

**Directions:**

Read the contextual information below for this scenario. Analyze the information and incorporate it into your responses to the prompts.

**CONTEXTUAL INFORMATION for SCENARIO 3:**

**Elements of a Learning Experience for 2 Days in a Unit**

**Grade:** High School      **Content Area:** Spanish      **Subject Matter:** Reading and Listening

**Time Period for Whole Unit:** 3 weeks

**Academic Content Standards for Students (Superintendent’s Challenge + Framework)**

Standard 2

Interpretive communication

Students understand and interpret written and spoken language on a variety of topics. Students increase literacy by developing the ability to read with understanding and to understand what they hear

**Learning Goals for Whole Unit**

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

- demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.
- demonstrate an understanding of the principal elements of nonfiction articles in newspapers, magazines, and e-mail on topics of current and historical importance to members of the culture
- demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal settings.

**Relationship to Preceding and Subsequent Learning Experiences**

Students have acquired some basic vocabulary and structures, which they are accustomed to hearing and reading from textual materials. The focus here is to extend the experience of reading and listening to other culturally relevant topics which students may pursue in and out of school.

**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 pre-reading strategies. Write student ideas on the board. Identify the most useful strategies, reviewing the importance of cognates. Hand out copies of a newspaper article on a culturally relevant topic. Have students make predictions of content based on format, headlines, and previous knowledge of the subject. Divide class into groups to compare their predictions and report back to the class. Have the students write the class predictions on the board.
- On Day 2, lead a discussion of the strategies of skimming. Have students practice skim the article. Lead a discussion of the general content of the article, comparing the predictions from yesterday with today's discoveries. Discuss with students the strategy of scanning. Then have them scan the article to answer questions you have prepared. Go over the correct answers. Assign students to find a similar article in English from a newspaper or online

**Student Activities**

- Participate in discussion about pre-reading strategies. Read the article you are given. Write down your predictions and your prior knowledge. Share your ideas with the other members of your group, making sure your group has a facilitator, a timekeeper, a recorder and a reporter. Share your group results with the rest of the class.
- Participate in discussions of skimming and scanning. Practice the strategies of skimming and scanning with the article you were given and answer the questions on scanning. Find an article in English on a similar topic.

**Progress Monitoring**

- Teacher will use class discussions, written responses to questions, projects, portfolio, and chapter test to determine level of learning.
- Students will receive written and oral comments from the teacher and other students.

**Student Description (English Learner)**

Elena is a 15-year-old 10th grader. 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 an overall score in the Early Intermediate range, and she has been identified as an English learner. (Listening and Speaking = 240, Early Intermediate level. Reading = 121.25, Early Intermediate level. Writing = 120, Early Intermediate level.)

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**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.

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**Transcript of Oral Response to: "Tell me 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.

**PROMPTS for SCENARIO 3:**

**Directions:** (Type your response in the space directly below each prompt.) Review the contextual information for this scenario and use the information to respond to the following:

- 1) Identify two specific learning needs the student has as an English learner, based on the student description and the responses.
- 2a) Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.
- 2b) 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.
- 3a) 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.
- 3b) Explain how your adaptation would be effective for the student in making progress toward:
  - a) the learning goal(s) of the lesson
  - b) English language development

In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.

- 4a) Which progress monitoring assessment from the outline of plans would you choose to monitor this student's progress toward achieving the learning goal(s) in Spanish?
- 4b) Give a rationale for your choice of progress monitoring assessment. Use your knowledge of Spanish content in this unit, Spanish pedagogy, and 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 SCENARIO 3**

## Scenario 4: High School Spanish - Adaptation of Content-Specific Pedagogy for Students with Special Needs

### Directions:

Read the contextual information below for this scenario. Analyze the information and incorporate it into your responses to the prompts.

### CONTEXTUAL INFORMATION for SCENARIO 4:

#### Elements of a Learning Experience for 3 Days in a Unit

**Grade:** High School

**Content Area:** Spanish

**Subject Matter:** Cultural Comparisons

**Time Period for Whole Unit:** 3 weeks

#### **Academic Content Standards for Students (Superintendent's Challenge +Framework)**

Cultural Comparisons

Standard 9

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

They gain knowledge of social, political and economic institutions, great figures of history, literature, and fine arts. They also gain knowledge of everyday life in many countries of the world.

Presentational communication.

Standard 3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### **Learning Goals for Whole Unit**

Students will be able to do the following:

- Students analyze the relationship of perspectives and practices in the target culture and compare and contrast these with their own.
- Students perform scenes and/or recite poems or excerpts from short stories connected to a topic from other disciplines such as world history, geography, the arts, or mathematics
- Students create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.

#### **Relationship to Preceding and Subsequent Learning Experiences**

Students continue to learn about the culture of Spanish speaking countries contrasted and compared with their own culture. They continue to develop their communication skills. Cultural awareness and communication skills form the bases of all past and future learning..

**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, review previously studied elements of the life of a famous North American (e.g., Abraham Lincoln). Lead a discussion of the principal features of the life of a famous Spaniard or Latin American from the same period (e.g., Benito Juárez). Hand out a biography of the Spanish speaker and read, alternating reading aloud (teacher and students) and independent silent reading. Have students, in pairs, make an outline of the landmark events of the life of the Spanish speaker and report to the class.
- On Day 4, Give a brief quiz of the major events of the life of the North American. Debrief. Have students, in groups, list what they know of life in the U.S.A. in the time of the North American and report their ideas to the class. Lead a discussion of the life conditions in those times, correcting misconceptions. Homework is to draw a sketch of an aspect of the life of the times. Later, post the drawings.
- On Day 5, Lead a review of the life of the Spanish speaker. Using a hand out outline of everyday life in the era of the Spanish speaking figure, have pairs of students write out a description, in sentences, of the life during that time and hand it in. Lead a class discussion of the students' ideas, correcting any misconceptions. Homework is to make a list comparing life in the U.S.A. and the Spanish speaking country during the time period involved.

**Student Activities**

- In class, read biography, take notes, participate in class discussion, work with your partner and report to the class. For homework, reread the biography and answer your teacher's questions.
- Take the quiz, participate in your group and in class discussion, and take notes. For homework complete your drawing.
- Participate in class discussion and take notes, work with your partner and complete your homework.

**Student Progress Monitoring**

- Teacher will use class discussions, responses to questions, written outcome of group work, the quiz, and student homework to monitor student progress.
- Students will receive written and oral comments from the teacher and other students.

**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.

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**PROMPTS for SCENARIO 4:**

**Directions:** (Type your response in the space directly below each prompt.) Review the contextual information for this scenario and use the information to respond to the following:

- 1a) 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.
- 1b) Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.
- 1c) Describe how you would adapt the strategy or activity you identified to meet the needs of the student in Spanish.
- 1d) Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.
- 2a) 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.
- 2b) Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.
- 2c) Describe how you would adapt the strategy or activity you identified to meet the needs of the student in Spanish.
- 2d) Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.

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- 3a) What progress monitoring assessment would you choose to obtain evidence of the student's progress toward a learning goal(s) in Spanish?
- 3b) Give a rationale for your choice of assessment. Use your knowledge of Spanish content in this unit, Spanish pedagogy, and this student's learning needs in your rationale.

**END OF SCENARIO 4**