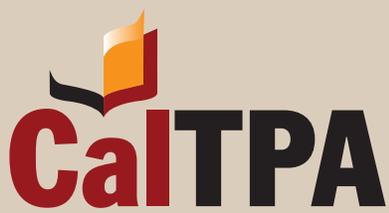


CHAPTER 3

The *Subject-Specific Pedagogy* Task



CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Candidate Handbook



Chapter 3 of the CalTPA Candidate Handbook

Is covered by this Handbook's

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The *Subject-Specific Pedagogy* Task

Information for All Candidates

Purpose of the Task

In this task, you will demonstrate your knowledge of principles of content-specific and developmentally-appropriate pedagogy. The task has multiple versions in order to meet the needs of both multiple subject candidates and candidates for single subject credentials. You will review and complete the version of this task appropriate to the credential for which you are preparing.

Each *Subject-Specific Pedagogy* task version contains four case studies. The case studies address subject-specific and developmentally-appropriate pedagogy, assessment practices, adaptation of content for English learners, and adaptation of content for students with special needs. You will respond in writing to each of the four case studies and submit your response to your teacher preparation program.

The following general information applies to the subject-specific pedagogy task for all candidates, regardless of grade level or content area. Directions for completing the task as applicable to multiple subject candidates and to single subject candidates are provided separately following the general information.

A. Task Overview

You are given:

Four distinct case studies with accompanying questions to guide your responses on the topics listed below:

- Case Study 1 Subject-Specific and Developmentally-Appropriate Pedagogy
- Case Study 2 Assessment Practices
- Case Study 3 Adaptation of Subject-Specific Pedagogy for English learners
- Case Study 4 Adaptation of Subject-Specific Pedagogy for Students with Special Needs

You submit:

- A description and explanation of instructional strategies and student activities you would choose that address the subject-specific, content-based learning goals and developmental needs of the students.
- An analysis of an assessment plan presented and analyze how a suggested additional assessment might provide additional student assessment information.
- An adaptation of the subject-specific pedagogy for English learners, including identifying learning needs, strategies or activities, content accessibility, and assessment strategies.
- An adaptation of the subject-specific pedagogy for students with special needs, including identifying strategies or activities, content accessibility, and assessment strategies.

SUBJECT-SPECIFIC PEDAGOGY TASK

B. What is Being Measured

The following six *Teaching Performance Expectations* are measured in this task:

Making Subject Matter Comprehensible to Students

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning

TPE 3 - Interpretation and Use of Assessments

Engaging and Supporting Students in Learning

TPE 4 - Making Content Accessible

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 7 - Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 9 - Instructional Planning

Relationship of the TPEs to the Subject-Specific Pedagogy Task

Candidate Competencies	TPE	Domain
<p>Demonstrate an understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards and/or frameworks to all students.</p>	<p>TPE 1 Specific Pedagogical Skills for Subject Matter Instruction</p>	<p>A. Making Subject Matter Comprehensible to Students</p>
<p>Understand the purposes and relevant uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction.</p> <p>Demonstrating an understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors.</p>	<p>TPE 3 Interpretation and Use of Assessments</p>	<p>B. Assessing Student Learning</p>

Candidate Competencies	TPE	Domain
<p>Incorporate developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards and/or frameworks.</p>	<p>TPE 4 Making Content Accessible</p>	<p>C. Engaging and Supporting Students in Learning</p>
<p>Adapt instructional strategies to provide access to the state-adopted student academic content standards and/or frameworks for all students.</p>	<p>TPE 6 Developmentally Appropriate Teaching Practices</p>	
<p>Know and apply instructional practices for English Language Development.</p>	<p>TPE 7 Teaching English Learners</p>	
<p>Plan instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards and/or frameworks .</p> <p>Select or adapt instructional strategies and student activities that assist students to achieve learning goals and meet all students’ needs.</p>	<p>TPE 9 Instructional Planning</p>	<p>D. Planning Instruction and Designing Learning Experiences for Students</p>

Hint: Review the complete text of these seven Teaching Performance Expectations before you begin, again periodically as you prepare your response to this task, and as a final check before submitting your response.

SUBJECT-SPECIFIC PEDAGOGY TASK

C. Completing Your Task Response

Note: Before completing your response, you should read through all of these directions and all of the questions and prompts provided within the task. You should also review the guidelines provided in Chapter 2 concerning preparing your written responses.

Type your responses in the boxes provided. The boxes will expand as you type.

For **Case Study 1: “Subject-Specific and Developmentally-Appropriate Pedagogy,”** you will demonstrate your ability to understand the connection between information about a class and designing subject-specific, developmentally-appropriate instructional activities. In order for you to complete this part of your response, you will:

- Read the “Elements of a Learning Experience in a Unit,” “Class Description,” and “Developmental Needs of the Students,” all of 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 case study.
- Explain why the instructional strategies and student activities that you have described are appropriate for the students, describe how you would use the instructional resources, address the pedagogy relevant to the particular content area, address students’ developmental needs, and help students make progress toward achieving the state-adopted student academic content standards and/or frameworks.

For **Case Study 2: “Assessment Practices,”** you will demonstrate your ability to understand and use a variety of informal and formal assessments, as well as formative and summative assessments, to determine students’ progress and plan instruction. You will also demonstrate 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,” “Assessment Plan,” and “Teacher Reflection on Student Assessment of This Task,” all of which are provided.
- Analyze the given 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 enhance the student assessment information available to the teacher.

For **Case Study 3: “Adaptation of Subject-Specific Pedagogy for English Learners,”** you will demonstrate your knowledge of pedagogical theories, principles, and instructional practices for advancing English learner students’ English language development. You will also demonstrate your ability to analyze a given student’s specific learning needs and to plan differentiated instruction to meet those needs. 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 1 and 2,” and the “Student Description,” including the “Written Response” and the “Transcript of Oral Response,” all of which are 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.

CELDT: Early Intermediate — Students performing at this level of English-language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

For **Case Study 4: “Adaptation of Subject-Specific Pedagogy for Students with Special Needs,”** you will demonstrate your ability to understand the connection between information about a student with identified special needs 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,” all of which are provided.
- Identify those parts of the plan that would be challenging for the student, considering his/her 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.

SUBJECT-SPECIFIC PEDAGOGY TASK

D. How Your Response Is Scored

Your response to this task will be judged on the extent to which it provides **clear, consistent, and convincing evidence** of your ability to connect student characteristics to instructional planning. There are four performance score levels, from a low of 1 to a high of 4. Your task response will be scored by a trained assessor and will be given a single overall performance level score. The criteria for each of the four score levels are provided below, first in summary version for quick reference, and then in the complete Subject-Specific Pedagogy Task Rubric.

Key Score Level Criteria: A Quick Reference

Score Level 4	Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response
Score Level 3	Evidence is appropriate, relevant, or accurate; connected across the response
Score Level 2	Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent
Score Level 1	Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response

E. The Scoring Rubric

Score Level 4: The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate uses and adapts strategies and activities for instruction, as evidenced by:

- incorporating relevant subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s)
- knowing and applying relevant and appropriate instructional practices for English Language Development
- adapting relevant and appropriate instructional strategies to provide access to the state-adopted student academic content standards or framework(s) for all students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate knows the state-adopted student academic content standards or state-adopted framework(s) as evidenced by:

- demonstrating relevant, detailed, and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or state-adopted framework(s) for all students

ASSESSING STUDENT LEARNING

TPE 3

The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:

- understanding clearly and accurately the purposes and relevant uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating an appropriate and relevant understanding of multiple measures that can be used to assess students’ knowledge, skills, and behaviors

SUBJECT-SPECIFIC PEDAGOGY TASK

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 9

The candidate uses student information to plan instruction, as evidenced by:

- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards or state-adopted framework(s)
- selecting or adapting relevant and appropriate instructional strategies and student activities that assist students to achieve learning goals and meet all students' needs

Score Level 3: The response provides evidence that clearly demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments; to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate uses and adapts strategies and activities for instruction, as evidenced by:

- incorporating subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s)
- knowing and applying appropriate instructional practices for English Language Development
- adapting appropriate instructional strategies to provide access to the state-adopted student academic content standards or state-adopted framework(s) for all students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate knows the state-adopted student content standards or state-adopted framework(s), as evidenced by:

- demonstrating accurate understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or framework(s) to all students

ASSESSING STUDENT LEARNING

TPE 3

The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:

- understanding accurately the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating a relevant understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 9**

The candidate uses student information to plan instruction, as evidenced by:

- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards or framework(s)
- selecting or adapting appropriate instructional strategies and student activities that assist students to achieve learning goals and meet students' needs

Score Level 2: The response provides evidence that partially demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments; to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs based on information given. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 4, 6, 7**

The candidate minimally uses and adapts strategies and activities for instruction as, evidenced by:

- incorporating instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s) in an ambiguous or minimal manner
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development
- adapting instructional strategies to provide access to the state-adopted student academic content standards or framework(s) for students in an ambiguous or inconsistent manner

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**TPE 1**

The candidate has minimal knowledge of the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:

- demonstrating cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or state-adopted framework(s) to students

SUBJECT-SPECIFIC PEDAGOGY TASK

ASSESSING STUDENT LEARNING

TPE 3

The candidate minimally uses assessment to inform instruction and feedback strategies, as evidenced by:

- a minimal or vague understanding of the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating a cursory or limited understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 9

The candidate minimally uses student information to plan instruction, as evidenced by:

- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted student academic content standards or framework(s) for students
- selecting or adapting instructional strategies and student activities that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

Score Level 1: The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate insufficiently uses and adapts strategies and activities for instruction as evidenced by:

- incorporating developmentally inappropriate or no instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s)
- knowing and applying inappropriate or no instructional practices for English Language Development
- adapting inappropriate or no instructional strategies to provide access to the state-adopted student academic content standards or framework(s) for students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**TPE 1**

The candidate has insufficient knowledge of the state-adopted student academic content standards or state-adopted framework(s) as evidenced by:

- demonstrating inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or state-adopted framework(s) to students

ASSESSING STUDENT LEARNING**TPE 3**

The candidate insufficiently uses assessment to inform instruction and feedback strategies as evidenced by:

- understanding inaccurately or not at all the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating an irrelevant or no understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 9**

The candidate insufficiently uses student information to plan instruction as evidenced by:

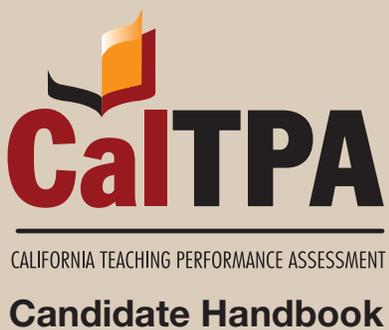
- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or not in accordance with state-adopted student academic content standards or framework(s) for students
- selecting or adapting inappropriate or no instructional strategies and student activities that assist students to achieve learning goals or meet students' needs

F. The Subject-Specific Pedagogy Task

Please consult Appendix B for the version of the task that corresponds to your credential objective.

APPENDIX B

Subject-Specific Pedagogy Tasks





Appendix B of the CalTPA Candidate Handbook

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Subject-Specific Pedagogy Tasks

Each content areas listed below is a link to its *Subject-Specific Pedagogy* task. The tasks may also be accessed via the Commission website, <http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>.

Content Area
Multiple Subject
Single Subject:
Agriculture
Art
Business
English
Health Science
Home Economics
Industrial and Technology Education
Languages Other Than English <ul style="list-style-type: none"> •American Sign Language (<i>coming soon</i>)
Mathematics
Mathematics: Foundational-Level (<i>coming soon</i>)
Music
Physical Education
Science: Biological Sciences
Science: Chemistry
Science: Foundational-Level General Science
Science: Geosciences
Science: Physics
Social Science

