CalTPA Task 1: California Teaching Performance Assessment: Subject Specific Pedagogy Task 1

Participants demonstrate knowledge of:

- principles of content-specific pedagogy and developmentally appropriate pedagogy,
- developmentally appropriate pedagogy, assessment practices, adaptations of content for English learners,
- and adaptations of content for students with special needs.

Teaching Performance Expectations

Focus: Specific Pedagogical Skills for Subject Matter Instruction (1)
- Interpretation and Use of Assessments (3)
- Making Content Accessible (4)
- Developmentally Appropriate Practices (6)
- Teaching English Learners (7)
- Instructional Planning (9)

Sub-Focus:
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in the specific subject being taught.

TPE 1 BENCHMARKS

Reading-Language Arts
- Candidates understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications.
- Candidates know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards.
- Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts.
- Candidates understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating.
- Candidates understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text.
- Candidates understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.
- Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions.
- Candidates know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

Mathematics
- Candidates enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems.
- Candidates help students understand different mathematical topics and make connections among them.
- Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
- Candidates provide a secure environment for taking intellectual risks and approaching problems in multiple ways.
- Candidates model and encourage students to use multiple ways of approaching mathematical problems, and Candidates encourage discussion of different solution strategies.
- Candidates foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Science
- Candidates balance the focus of instruction between science information, concepts, and investigations.
- Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation.
- Candidates emphasize the importance of accuracy, precision, and estimation.

History-Social Science
- Candidates enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students.
- Candidates use timelines and maps to give students a sense of temporal and spatial scale.
- Candidates teach students how social science concepts and themes provide insights into historical periods and cultures.
- Candidates help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

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**TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction.

**TPE 3 BENCHMARKS**

- Candidates know about and can appropriately implement the state-adopted student assessment program.
- Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.
- Candidates use multiple measures, including information from families, to assess student knowledge, skills, and behaviors.
- Candidates know when and how to use specialized assessments based on students' needs.
- Candidates know about and can appropriately use informal classroom assessments and analyze student work.
- Candidates teach students how to use self-assessment strategies.
- Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of standardized tests.
- Candidates know how to appropriately administer standardized tests, including when to make accommodations for students with special needs.
- Candidates know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction.
- Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language.
- Candidates give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement.
- Candidates are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived.
- Candidates can clearly explain to families how to help students achieve the curriculum.

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**TPE 4: Making Content Accessible**

Candidates for a Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum.

**TPE 4 BENCHMARKS**

- Candidates use instructional materials to reinforce state-adopted academic content standards for students and prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement.
- Candidates vary instructional strategies according to purpose and lesson content.
- To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.
- Candidates provide opportunities and adequate time for students to practice and apply what Candidates have learned.
- Candidates distinguish between conversational and academic language, and develop student skills in using and understanding academic language.
- Candidates teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught.
- Candidates model active listening in the classroom.
- Candidates encourage student creativity and imagination.
- Candidates motivate students and encourage student effort.
- When students do not understand content, candidates take additional steps to foster access and comprehension for all learners.
- Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.
During teaching assignments, candidates for a Multiple Subject Teaching Credential understand how to use practices that are developmentally appropriate for their students.

**TPE 6 BENCHMARKS**

**Grades K-3**
- Candidates understand how to create a structured day with opportunities for movement.
- Candidates design academic activities that suit the attention span of young learners.
- Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn.
- Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy).
- Candidates understand that some children hold naive understandings of the world around them.
- Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment.
- Candidates know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

**Grades 4-8**
- Candidates build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students.
- Candidates teach from grade-level texts.
- Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills.
- Candidates help students develop learning strategies to cope with increasingly challenging academic curriculum.
- Candidates assist students, as needed, in developing and practicing strategies for managing time and completing assignments.
- Candidates develop students' skills for working in groups to maximize learning.
- Candidates build on peer relationships and support students in trying new roles and responsibilities in the classroom.
- Candidates support students' taking of intellectual risks such as sharing ideas that may include errors.
- Candidates distinguish between misbehavior and over-enthusiasm, and Candidates respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

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**TPE 7: Teaching English Learners**

Candidates for a Single Subject Teaching Credential know and can apply pedagogical theories, principles and instructional practices for comprehensive instruction of English Learners.

**TPE 7 BENCHMARKS**
- Candidates know and can apply theories, principles and instructional practices for English Language Development leading to comprehensive literacy in English.
- Candidates are familiar with the philosophy, design, goals and characteristics of programs for English language development, including structured English immersion.
- Candidates implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers.
Candidates draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, to provide instruction differentiated to students' language abilities.

Candidates understand how and when to collaborate with specialists and para-educators to support English language development.

Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English.

Candidates use English that extends students' current level of development yet is still comprehensible.

Candidates know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.

Candidates use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.

Candidates allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.

Candidates use questioning strategies that model or represent familiar English grammatical constructions.

Candidates make learning strategies explicit.

Candidates understand how cognitive, pedagogical and individual factors affect students' language acquisition.

Candidates take these factors into account in planning lessons for English language development and for academic content.

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**TPE 9: Instructional Planning**

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.

**TPE 9 BENCHMARKS**

- Candidates establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement.
- Candidates use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations.
- Candidates plan how to explain content clearly and make abstract concepts concrete and meaningful.
- Candidates understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and Candidates improve their successive uses of the strategies based on experience and reflection.
- Candidates sequence instruction so the content to be taught connects to preceding and subsequent content.
- In planning lessons, candidates select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs.
- Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful.
- To accommodate varied student needs, candidates plan differentiated instruction.
- When support personnel, such as aides and volunteers are available, candidates plan how to use them to help students reach instructional goals.

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Activity 11.01

Task 1: Subject Specific Pedagogy

BEFORE YOU BEGIN

Be sure to read Chapter Three in the CalTPA Student Handbook (see link in Web Resources section below). Pay close attention to the table titled Relationship of the TPEs to the Subject-Specific Pedagogy Task. This chapter provides very clear and useful directions for completing each of the four scenarios in the task; read it carefully. Print Chapter Three and have it available as you work through the scenarios, checking your work regularly to align with the directions provided. After reading the directions, review the rubric for score level 4 so that you understand what a good response includes.

The language for each of the TPEs relevant to this task is provided by the TPE link at the top of this page as a reference for your work in each of the scenarios in CalTPA Task 1: Subject Specific Pedagogy. You may wish to print out the TPEs so that you can draw on their language as you write your responses to the prompts.

**Resources**

Commission on Teacher Credentialing (http://www.ctc.ca.gov)
- CalTPA Teacher Candidate Information (http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html)

**Procedure**

1. Go to the CTC website CalTPA Teacher Candidate Information (www.ctc.ca.gov/educator-prep/TPA-California-candidates.html). Under "TASKS AND RUBRICS," go to "Subject Specific Pedagogy Task" and then click on "Multiple Subject." The template for the task will appear.

2. Download the Subject Specific Multiple Subject task template to your desktop. (Confirm that you have the correct task by checking its title at the top.) You will be able to type in the template. Typing your responses in a separate document will allow you to check spelling before pasting your response into the appropriate template box. Ignore the ID number. It will be added automatically after you submit.

   Remember your work must be unaided (including no peer review or Faculty review).

3. Assemble the printed copy of Chapter 3 from the CalTPA Handbook and the TPE language. Refer to the rubric for score level 4 while you are completing the task.

   As you look through the template you will find all of the directions and scenarios you will need to complete the task. BEGIN THE TASK, BEING VERY CAREFUL TO ANSWER THE QUESTIONS POSED. Note as you progress from the first scenario to the next, each case becomes more complex, with more information provided and more prompts to respond to. Please adjust your responses accordingly.
4. Review your work after you complete your responses, using the Rubric for Task 1, Score Level 4, from the Handbook as a guide. Reflect on your submission and ensure you have met the criteria for a score level 4 CalTPA task response. Finish with a final proof read. Be certain to save your work as a Microsoft Word document (with a .doc extension on the file name).

5. Upload your completed CalTPA task template to your work folio and click the SUBMIT button prior to noon on the due date indicated by the pacing guide.