

CHECKLIST FOR TASK 1: Principles of Content-Specific and Developmentally Appropriate Pedagogy

Completing Your Response

<p align="center">Scenario 1 Developmentally Appropriate Pedagogy</p>	<ul style="list-style-type: none"> • Read the “Elements of a Learning Experience in a Unit,” “Class Description,” and “Developmental Needs of the Students” which are provided. • Describe strategies and activities that address the learning goals and the developmental needs of the students. • Explain why the strategies and activities are appropriate for the students and the content.
<p align="center">Scenario 2 Assessment Practices</p>	<ul style="list-style-type: none"> • Read the “Elements of a Learning Experience in a Unit,” “Teacher’s Dilemma,” and “Assessment Plan” which are provided. • Analyze the assessment plan, identifying strengths and weaknesses of the plan. • Read the “Additional Assessment” provided. • Describe how the additional assessment could be used to improve the plan and to address the teacher’s dilemma.
<p align="center">Scenario 3 Adaptation of Content-Specific Pedagogy for English Learners</p>	<ul style="list-style-type: none"> • 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 of the student. • Identify a strategy or activity 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.

<p>Scenario 4</p> <p>Adaptation of Content-Specific Pedagogy for Students with Special Needs</p>	<ul style="list-style-type: none"> • Read the “Elements of a Learning Experience for 3 Days in a Unit,” “Outline of Plans for Days 3, 4, and 5,” and “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 content. • Identify an assessment you would use to monitor the student’s progress and give a rationale for your choice.
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After Completing Your Response

<ul style="list-style-type: none"> • Remove all last names and identifying references to children and adults on the response and artifacts.
<ul style="list-style-type: none"> • Submit your response as directed by your program.

WHAT IS BEING MEASURED

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

- A. Making Subject Matter Comprehensible to Students
 - TPE 1- Specific Pedagogical Skills for Subject Matter Instruction
- B. Assessing Student Learning
 - TPE 3- Interpretation and Use of Assessments
- C. Engaging and Supporting Students in Learning
 - TPE 4 - Making Content Accessible
 - TPE 6 - Developmentally Appropriate Teaching Practices
 - TPE 7 - Teaching English Learners
- D. Planning Instruction and Designing Learning Experiences for Students
 - TPE 9 - Instructional Planning

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