

## Multiple Subject and Single Subject

### Step 1: Plan—Part A: Written Narrative: Contextual Information Template

**Directions:** Provide the information listed below about the context in which you are teaching the content-specific learning segment to the whole class by responding to the following prompts (no more than 4 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

#### 1. Description of Students' Assets and Learning Needs

##### a. prior academic knowledge related to the learning goal(s)

[ These students have been working towards the standard. Their previous ELA unit was focused on the standard of CCSS ELA-Literacy W.4.2 for Writing informative/explanatory texts to examine a topic and convey ideas and information clearly. They have just finished a unit on opinion writing, which has equipped them with the basic writing skills such as proper grammar usage, sentence structure, and organization. This prior academic knowledge will serve as a valuable asset in their upcoming lesson on writing a personal narrative. The students have already learned how to express their opinions and ideas in writing, and they can now apply these skills to write a story that is more personal and reflective of themselves. With this foundation, they will be able to write narratives that are well-organized, engaging, and effective in communicating their experiences and perspectives. I am confident that this class will be able to successfully meet the learning goal of writing a personal narrative and build upon their prior knowledge and skills. Understanding the elements of a good writing piece, such as a clear introduction, body, and conclusion. Knowledge of using descriptive language and sensory details to bring a scene or experience to life for the reader. Familiarity with using first person point of view, as both opinion writing and personal narrative writing often use this perspective. Understanding the importance of showing, not telling, in writing, and being able to effectively use figurative language to create vivid images in the reader's mind. Practice with organizing and structuring a writing piece, including the use of transitions to move smoothly between scenes or events. ]

##### b. English language proficiency levels for English learners

[ This class has 2 student who are identified as **English Learners**. Both of these students have taken the **ELPAC** (English Language Proficiency Assessment for California) and have not been re-designated as English proficient. One student has an ELPAC score of 4, and the other has an ELPAC score of 3. Considering these two English Learners, it would be best practice to consider scaffolding methods suggested in the **UDL** (Universal Design for Learning) such as **Checkpoint 3.1: clarifying vocabulary** would benefit the rest of the class, as well as it would the **English learners** in the class. ]

##### c. cultural and linguistic resources and funds of knowledge (i.e., knowledge and skills derived from cultural experience)

[ Funds of knowledge for this class were sourced from initial get-to-know-you surveys, my own observations, cumulative files, as well as conversations with adults around campus such as previous teachers and support staff, specialists, and counselors. This is a fourth-grade class in a public school. In a class of 18 students, **8 are male and 10 are female**. There are **7 Caucasian**

# Caltpa Task 2 Examples

**Zhe Xu**

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the 'Zhe Xu' text.

## **Caltpa Task 2 Examples:**

Workshops on Business Informatics Research Laila Niedrite, Renate Strazdina, Benkt Wangler, 2012-04-05 This book constitutes the refereed and revised proceedings of the workshops and the doctoral consortium co located with the 10th International Conference on Perspectives in Business Informatics Research BIR held in Riga Latvia in October 2011 The four workshops focused on Information Logistics and Knowledge Supply for Viable Enterprises ILOG 2011 Alignment of Business Processes and Security Modeling ABPSM 2011 Intelligent Educational Systems and Technology Enhanced Learning INTEL EDU 2011 and User Oriented Information Integration UOII 2011 The two best papers from the doctoral consortium are also included **Multicultural Education**, 2005 *Teacher Licensure Assessment in California* Mary Vixie Sandy, 2005

Tribal Allocations by BIA Fiscal Year 1999 United States. Congress. Senate. Committee on Indian Affairs (1993- ), 1998 *Goals and Priorities of the Member Tribes of the National Congress of American Indians and the United South and Eastern Tribes* United States. Congress. Senate. Committee on Indian Affairs (1993- ), 2001 *TPA*, 2000-08 **Using Data to Improve Teacher Education** Charles Peck, Kristen Cuthrell, Désirée H. Pointer Mace, Tine Sloan, Diana Lys, 2021 This book offers concrete examples of how data can be used by faculty staff and program leaders to improve their collective work as teacher educators Strong external accountability mandates often lead to tensions that undermine local morale and motivation This volume focuses on the practical work of navigating these tensions so that valuable programmatic change can happen It describes policies and practices drawn from a study of high data use teacher education programs from around the country that have strategically engaged the challenges of learning to use data for program improvement Readers will see how the data use work carried out in these programs strengthened local program identity and coherence Representing a collaborative effort between researchers and practitioners this volume presents lessons learned to assist teacher educators who are engaged daily with the challenges of making data useful and used in their programs Book Features Examples of how tensions between external mandates for accountability and program improvement can be navigated in ways that are grounded in local program values Detailed case study portraits of individual programs that offer a full and action oriented sense of data use work Strategies for ensuring that data systems are responsive to multiple stakeholders such as faculty administrators students and policymakers A diversity of perspectives and experiences from small liberal arts colleges large teacher preparation institutions and research intensive universities *MIPPR 2005* Jianya Gong, 2005 Proceedings of SPIE offer access to the latest innovations in research and technology and are among the most cited references in patent literature

*Assessing Through the Lens of Social and Emotional Learning* Cynthia Sistik, Dee L. Fabry, 2024-01-11 Help usher in a new era of student assessment This empowering guide revolutionizes the assessment process by putting students at the center Dive into practical strategies and best practices for fostering social and emotional learning SEL competencies through student centered assessments and discover how you can transform classrooms into inclusive spaces where learning thrives

Inside you'll find Humanistic assessing practices to integrate into everyday teaching and learning Best practices for designing and implementing savvy SEL assessments Ways to develop a classroom that is student empowered and culturally relevant Rubrics portfolios and digital tools that demonstrate students competencies and knowledge through an SEL lens Explore dozens of practical examples case studies and field tested activities that support research based teaching and learning across the curriculum Assessing Through the Lens of Social and Emotional Learning inspires educators to move beyond traditional testing to focus on nurturing and fostering skills that students will need for both academic and lifelong success

CalTPA Preparation Guide Lynda R. Williams, Andrea M. Guillaume, Jennifer Ponder, 2012-01-06

**KEY BENEFIT** Written by trained CalTPA assessors the CalTPA Prep Guide will assist candidates for a multiple subject and single subject credential in California to organize articulate and demonstrate their knowledge on all four of the CalTPA tasks in a clear and concise manner

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