CalTPA Program Guide

Preamble to the California Teaching Performance Expectations (TPEs)

Effective teachers strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being. California teachers recognize, respect, and utilize each student's strengths, experiences, and background as assets for teaching and learning. Effective teachers confront and alter institutional and implicit biases of student marginalization, deficit-based schooling, and low expectations.

Throughout the Teaching Performance Expectations (TPEs), reference is made to "all students" or "all Birth–22 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia,* intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, gender expression, sexual orientation, culture, language, religion, citizenship status, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, who use ASL or other signed languages, or who are English learners (including those reclassified as Fluent English Proficient), Heritage language speakers, or multilingual learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs and in CalTPA (steps, rubrics, and CalTPA Glossary).

*The purpose of the California Dyslexia Guidelines is to assist general education teachers, special education teachers, and families and/or guardians in identifying, assessing, and supporting students with dyslexia.

All information about the CalTPA program can be found on the California Educator Credentialing Assessments website. The website includes assessment information, registration and registration support, information on requesting reasonable accommodations for alternative testing arrangements, information for concurrent bilingual candidates who are in a placement where a language other than English is exclusively used for instruction or who are in a placement where both English and another language are used for instruction, and preparation materials including instructions on using the Pearson ePortfolio system and video annotation tool. For technical questions, see the Contact Us page on the California Educator Credentialing Assessments website.

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Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The California Teaching Performance Assessment (CalTPA) has been revised and updated with the assistance of a 21-member design team; the Evaluation Systems group of Pearson (Pearson); the Stanford Center for Assessment, Learning, and Equity (SCALE); and the California State University Center for Teacher Quality. The revised CalTPA draws from and is informed by California's rich experience with different performance-based assessment models, including the original California Teaching Performance Assessment (CalTPA), the redeveloped CalTPA (2016), the Education Specialist CalTPAs, as well as the California Administrator Performance Assessment (CalAPA), the Performance Assessment for California Teachers (PACT), and edTPA®. Participants in each of these other systems contributed to the redesigned CalTPA. The Commission on Teacher Credentialing (CTC) acknowledges the contributions of these assessment systems and the educators who have developed, administered, and scored them.

Introduction

Welcome from the Commission on Teacher Credentialing

Welcome to the California Teaching Performance Assessment (CalTPA) Program Guide.

The purpose of the CalTPA Program Guide (program guide) is to provide information and evidence-based practices about implementing the CalTPA and supporting teacher candidates. Additionally, this program guide provides an overview of the resources found on the California Educator Credentialing Assessments website; information on the candidate performance assessment guides for Multiple Subject (MS), Single Subject (SS), and World Languages (WL); and information on how the assessment materials may be used to provide support to candidates as they complete their CalTPA.

The intended audience for this program guide includes education programs' Deans and Directors, CalTPA Program Coordinators, full-time and adjunct faculty and instructors, university mentors, cooperating teachers, and others who support candidates completing the CalTPA as part of their MS and SS credentialing program. This program guide also provides guidance to teacher preparation programs supporting candidates who are concurrently enrolled in both MS or SS programs and a bilingual authorization program.

This program guide is one component of a series of web publications designed to assist preparation programs with the CalTPA. To gain the most from the CalTPA Program Guide, it is recommended that readers be familiar with the CalTPA performance assessment guides for each of the two instructional cycles (Plan, Teach and Assess, Reflect, and Apply steps; analytic rubrics; and submission specifications) and the CalTPA Glossary. Preparation programs may access the CalTPA performance assessment guides via the CalTPA Faculty Policies and Resources web page (http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_Faculty_CalTPA.html). The candidate and faculty materials are available for download via password-protected zip files under the Assessment Materials section. Contact your CalTPA Program Coordinator or Pearson at es-caltpa@pearson.com to gain access to the password.

Preparation programs may use the annotated bibliography (http://www.ctcexams.nesinc.com/Content/Docs/CalTPA_AnnotatedBibliography.pdf) as a resource to inform course development and share with faculty, program instructors, cooperating teachers, and candidates. This collection of resources will help all supporting educators gain a deeper understanding of performance assessment and key pedagogical concepts highlighted in the TPEs and measured by the CalTPA.

CalTPA as an Embedded Performance Assessment

The CalTPA was designed to provide candidates the opportunity to demonstrate their ability to **plan** asset-based instruction and assessments, **teach** and **assess** learning of a class of actual students, **reflect** on their practice (for both themselves and all their students), and **apply** what they learned through their teaching, assessing, and reflection to future learning experiences for their students. This teaching and learning cycle serves as the framing for the four steps of the CalTPA.

The mindset of an effective teacher is one that embraces evidence-based decision making and reflection. Teachers do this by moving through the teaching and learning cycle of plan, teach and assess, reflect, and apply to support student learning.

Candidates demonstrate their capacity to teach actual students at a school site through multiple modes, by writing narratives and annotating videos in response to prompts and providing teaching and learning work samples such as lesson plans, student work products, assessments (informal, student self-assessment, and formal) and rubrics, feedback to students, and other instructional materials.

The CalTPA is embedded in the preparation program; the program faculty and other educators who support candidates at school sites during clinical or supervised teaching guide candidates through the two cycles in an authentic manner. The two cycles step the candidate through the practice of what teachers actually do on a typical teaching day at work as they support
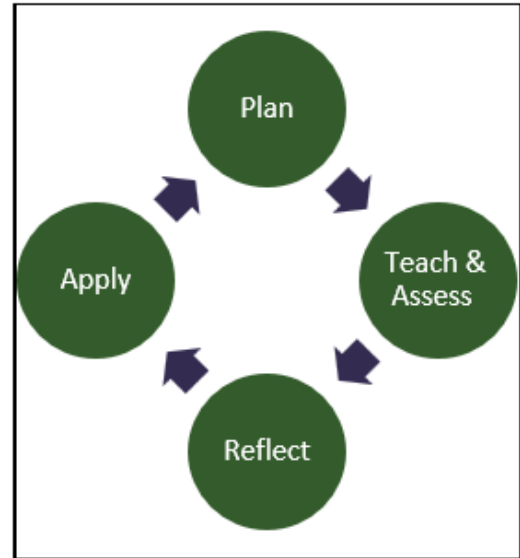
students in the learning process. In addition, candidates choose what content they want to teach and assess for each cycle with input from their cooperating teacher, as represented in the California Content Standards (https://www.cde.ca.gov/be/st/ss/), Curriculum Frameworks (https://www.cde.ca.gov/ci/cr/cf/allfwks.asp), and Core Content Connectors (Reading, Writing, and Mathematics). Candidates in TK classrooms should also use the Transitional Kindergarten Implementation Guide, California State Content Kindergarten Standards for ELA/Literacy or Mathematics, or Core Content Connectors (Reading, Writing, and Mathematics). Candidates in Adult Transition Programs (ATP) should use California State Higher Mathematics Standards, Standards for Mathematical Practice, California Common Core State Standards for English Language Arts and Literacy for grades 11 through 12, or Core Content Connectors (Reading, Writing, and Mathematics) when choosing what content they want to teach and assess for each cycle.

Candidates learn about and understand the context in which they are teaching and determine student assets and learning needs of a class of students. Using a [Universal Design for Learning](#) approach, they demonstrate how they are meeting the needs of a range of learners in an inclusive and safe educational environment.

Faculty, program instructors, and others who support the candidate engage in the performance assessment process by using multiple strategies. They ask candidates clarifying questions about choices made for instructional or assessment design and point the candidate to supporting materials and resources. Support educators encourage the candidate to use professional writing, including spell checking their work, as well as watch candidate video clips and provide feedback while engaging in discussions about effective teaching practices. In addition, they provide opportunities for peer review and feedback and embed assessment tasks into courses and field work that the candidate is required to complete for the preparation program.

The design of the CalTPA is purposefully formative in nature, providing the opportunity for a candidate to complete one cycle, receive scores and feedback, and then complete the second cycle. The two cycles should be woven into the preparation program; the candidate should not experience the CalTPA as an additional expectation of the preparation program.

Mid-range responses from actual candidates are provided through the [CalTPA Faculty Policies and Resources web page](#), located under "CalTPA Secure Materials," and are to be used as models with candidates for instruction. Faculty, program instructors, those who support candidates, and candidates are encouraged to read submissions, watch videos, discuss their work through coaching strategies, and self-assess evidence prior to submission. Faculty should plan to review the analytic rubrics ahead of time with candidates and use the rubrics in coursework to help guide the discussion of effective teaching practice, pointing out through evidence what asset-based instruction for all students looks like and how using multiple measures can lead to informed decision making about next learning steps for all students. Candidates are expected to self-assess their evidence using the provided analytic rubrics and participate in peer-review. Once a candidate determines that they have compiled the best demonstration of their practice and has received appropriate support and guidance, the candidate submits their evidence through the online system for scoring and feedback.

The intent is for candidates to have clarity about expectations for practice and to have an opportunity to apply their knowledge and refine their responses and evidence based on feedback from support providers and peers before submitting their cycle to be scored by a content-specific assessor. Candidates should also receive continuous feedback as they move through each instructional cycle and refine their initial strategies and performance.

Candidates who do not demonstrate practice at the passing standard level for an instructional cycle must be provided access to coaching and support from faculty, program instructors, and others as they continue to learn to be an effective teacher. The CalTPA is one requirement of many that a candidate must meet to be recommended by their preparation program for a preliminary teaching credential. The candidate must successfully complete approved coursework, pass clinical practice/student teaching, and pass the CalTPA.

Roles and Responsibilities

In order to provide support and consistent messaging to candidates completing the CalTPA, Deans, CalTPA Coordinators, full-time and adjunct faculty and course instructors, university mentors, and cooperating teachers are encouraged to work together as part of a collaborative learning community. This collaboration and support will help to further develop candidates' knowledge, skills, and abilities as outlined in the Teaching Performance Expectations (TPEs), which are critical for student success in California's diverse learning environments.

As depicted in the graphic below, the candidate is supported by a collaborative learning community.
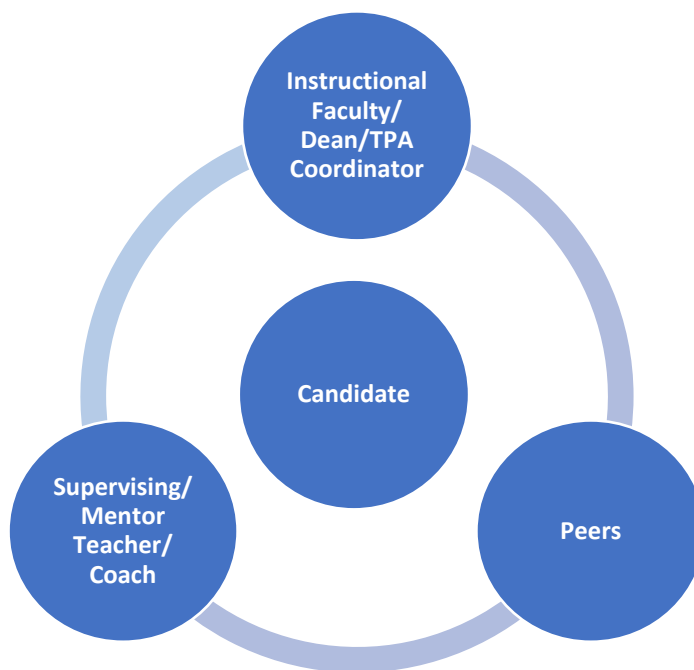
Understanding the Assessment Process

CalTPA Process

The following diagram illustrates the candidate CalTPA process from start to finish.

Step	Description
Register	Register at the California Educator Credentialing Assessments website at: ctcexams.nesinc.com
Obtain and **Read** Assessment Guides	Obtain assessment guides and templates. Read and understand the Rubrics and Steps
Build a timeline for completing cycle	With your Faculty, create a timeline for completing the cycle.
Develop evidence (written narrative, video and annotations, collect student work, etc.)	Create evidence (narratives, videos) in your placement. Save copies.
Meet with faculty mentor and peers	Review evidence against rubrics. Ask your faculty, mentors and peers to review your work and provide feedback.
Revise evidence based on feedback	Ensure you are addressing all directions and requirements in the assessment guide. Provide complete responses to prompts provided in the templates.
Upload materials to ePortfolio system	Check all uploaded evidence is provided, video timestamps and annotations are aligned, and videos are unedited.
Submit your work for scoring	Submit your work a day or two before the submission deadline to allow time to solve last minute issues.

Supporting Candidates

I. Forms of Acceptable Support

Since the CalTPA is to be embedded within a preparation program, it is expected that candidates will engage in professional conversations with faculty, program instructors, and supervising/mentor teachers about teaching and learning associated with the TPEs assessed by the CalTPA. Although there may be many opportunities to encourage a candidate's deeper understanding and demonstration of content-specific pedagogy, some supports are not acceptable within the CalTPA process. For example, those who support the candidate may not give the candidate an answer to a prompt, choose their video clips, write annotations, or submit CalTPA evidence including written narratives, student work, or videos for them.

For additional guidance on acceptable forms of candidate support, see the CalTPA Guidelines for Acceptable Support on the [CalTPA Faculty Policies and Resources web page](#).

Program Standard 5 of the Preliminary Multiple Subject and Single Subject Credential Program Standards covers the requirements for program implementation of a teaching performance assessment including:

- Administration of the Teaching Performance Assessment (TPA)
- Candidate Preparation and Support
- Assessor Qualifications, Training, and Scoring Reliability

Refer to the complete [Preliminary Multiple Subject and Single Subject Credential Program Standards](#) on the CTC website.

II. Clinical Experience

Candidate placement impacts potential success on the CalTPA and therefore candidates should be placed in a school setting where they will work with a class of students that includes English learners and students with district-identified learning needs. Preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates are appropriately placed in learning environments where they can successfully complete the CalTPA, including allowance for the required video recordings of students and candidates in the classroom and/or learning environment.

Commission on Teacher Credentialing Letter

The CTC wrote a letter with the subject "Partnering with Educator Preparation Programs to Support Implementation of California's Teacher and Administrator Performance Assessments." This letter outlines the responsibility of transitional kindergarten through grade twelve (TK–12) Districts and County Offices of Education and may be duplicated and distributed to assist in the successful implementation of the CalTPA.

California Department of Education Letter

A letter with the subject "Updates on California's Teacher and Administrator Performance Assessments" from Tom Torlakson, recent State Superintendent of Public Instruction, provides clarification and affirmation of the responsibility for preparation programs to successfully implement performance assessments. This letter may be duplicated and distributed to assist in the implementation of the CalTPA.

> The Preliminary Multiple Subject and Single Subject Credential Program Standards, Standard 3B, (Revised June 2017) states the following:
>
> Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.
>
> —Commission on Teacher Credentialing, "Partnering with Educator Preparation Programs to Support Implementation of California's Teacher and Administrator Performance Assessments"

III. Teacher Preparation Program Policy Decisions

It is the responsibility of each approved preparation program to establish and implement policies for the following operations focused on candidate support of the CalTPA.

Utilization of Artificial Intelligence

What is Artificial Intelligence (AI)? Artificial intelligence refers to machines, computer programs, and other tools that are capable of learning and problem solving. These tools include such software programs as ChatGPT, Bard, DALL-E, Stable Diffusion, Apple Intelligence, and others including grammar and other generative artificial intelligence tools.

Artificial Intelligence holds great potential for the future. However, we must use caution in utilizing this promising technology in a way that protects our community and reflects our shared values, including nondiscrimination, safety, and privacy. While these tools have applications that foster student learning and understanding, these tools can also be used in ways that bypass key learning objectives.

All candidates are expected to have read, understood, and applied their institution's AI policy to their submissions. Professional programs should provide information on the institution's policy, be able to answer questions regarding the policy, and ensure that the candidates are adhering to that policy in reference to their portfolio submissions.

Retakes

Each preparation program has the option to determine the number of times a candidate may retake the assessment in order to pass. The preparation program's retake policy should be clearly explained in the course catalog requirements and presented to the candidate upon enrollment. The online candidate registration system does not limit the number of times a candidate can register and pay for a cycle. Candidates do need to be affiliated and/or enrolled in a preparation program in order to submit the assessment, as candidates must be provided additional instruction and remediation support. Programs determine what the formal agreement is between the candidate and the program for support and/or remediation.

If a candidate does not successfully pass a CalTPA cycle, they will need to follow the established retake policy. See **Retakes** below for more information.

Vouchers (Optional)

Preparation programs may purchase CalTPA vouchers from Pearson and build the cost into their tuition and fee structures, which may allow candidates to use their financial aid to cover the cost of the CalTPA. Candidates use unique voucher codes as payment for the assessment fee when registering for the CalTPA.

For additional information on purchasing vouchers, please visit the Purchasing Vouchers web page on the California Educator Credentialing Assessments website (http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_PurchasingVouchers.html) or see the **Purchasing Vouchers** section of this program guide.

IV. Candidate Remediation

For candidates who are not successful in meeting the passing standard for each assessment cycle, it is the preparation program's responsibility to determine how they are going to provide appropriate remediation, support, and guidance on resubmitting task components consistent with model sponsor guidelines.

> **Program Standard 5B (3):** The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

Suggested Program Remediation Steps

Each candidate who submitted evidence for Cycle 1 or Cycle 2 of the CalTPA will receive an Assessment Results Report for the CalTPA. Rubric level descriptions of practice and scores are provided along with a notification of pass or not pass for the cycle. If a candidate does not meet the passing standard, preparation programs must provide coaching and feedback to support the revision of a submission or to begin a new CalTPA submission.

 A candidate may receive a condition code. In this case, scores are not provided, and a candidate must resubmit and address the evidence that was identified through the condition code as missing. For a full list of condition codes see CalTPA Assessment Policies (http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_TestingPolicies_CalTPA.html).

Suggested program steps for candidate support and remediation are:

Step One: On a monthly basis, Program Coordinators review the Institution Data (Cycle) Report and contact each candidate who did not meet the standard or was given a condition code for missing evidence. Invite candidates who did not meet the standard or received condition codes to a coaching session. Be sure to remind candidates to bring their Assessment Results Report and a copy of their submission, including annotated video clips, for the cycle for which they received scores. Try to meet with each candidate within a week of them receiving their scores.

Step Two: Conduct a coaching session with the candidate and together review the scores received for each of the rubrics of the instructional cycle. Facilitate a conversation, having the candidate walk through each step of the cycle, and map their evidence to the corresponding rubric. Through this process, you and the candidate can see where evidence was missing or not clear. Condition codes are assigned when evidence is not provided.

Step Three: Based on the evidence review and analysis, assist the candidate to determine if all or part of the cycle evidence needs to be revised or appropriately uploaded.

Step Four: Offer resources, evidence-based practices, and coaching to support the candidate as they prepare the cycle for resubmission. In some cases, the candidate may need to re-do the entire submission; in others, just one or two evidence requirements may need to be revised.

Step Five: Remind the candidate that they will need to register, pay the assessment fee, and submit their revised or new evidence in order to have their retake submission scored by a new assessor. A retake submission is scored by an assessor who has not seen the first submission. Assessment results will be provided within three weeks of the submission deadline.

V. Performance Assessment Data to Inform Programs

Preparation programs can access data at the rubric level for candidates and use this information to inform program development. Candidate data is available three weeks after each submission window deadline. Submission dates are published annually on the California Educator Credentialing Assessments website. Preparation programs will be held accountable to the CalTPA program requirements that are defined in Preliminary Multiple Subject and Single Subject Credential Program Standard 5: Implementation of a Teaching Performance Assessment.

CalTPA Instructional Strategies

I. Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles educators can use to proactively design environments to be responsive to the learner variability demonstrated by all students. UDL implementation is facilitated by the application of the UDL Guidelines (CAST, 2018) in environment and lesson design. Educators implementing the guidelines demonstrate an understanding and belief that all students have assets and that successful academic, behavioral, and social outcomes are achieved when proactive changes are made in learning environments and not required of students. The guidelines provide a framework for the implementation of practices that increase the relevance and accessibility of learning opportunities for all students. The purposeful application of specific guidelines to eliminate barriers students experience in a curriculum increases access and pathways to success in the general education curriculum for all students. In standards-based instructional design, the proactive design of learning environments involves the thoughtful alignment of a curriculum's goals/standards, methods, materials, and assessments. In their instructional design, educators account for the academic, social, and behavioral aspects of the learning environment through the application of each dimension of the UDL Guidelines. The UDL Guidelines are grouped into three categories: Engagement, Representation, and Action and Expression.

Engagement

Application of the UDL Guidelines for Engagement considers the "why" of learning. The "why" of learning refers to how a curriculum and its goals are made relevant to students. This includes consideration of how a curriculum is structured to maintain students' interest and efforts as they develop their skills as expert learners who are purposeful and motivated. Purposeful learners are students who set personal goals and develop action plans for achieving those goals. Motivated learners are students who sustain their efforts for learning over time and self-assess their progress along the way. Educators who support student development in these areas effectively recruit student interest in the introduction of lessons with clear goals and objectives, support students in setting individual goals for learning, support students in maintaining their efforts throughout lessons and units of study, allow students to utilize and increase their self-management and self-regulation skills, personalize challenges in a barrier-free learning environment, and offer students multiple opportunities for self-reflection.

Representation

Application of the UDL Guidelines for Representation considers the "what" of a curriculum. Specifically, the "what" of a curriculum refers to the instructional methods and learning materials employed by an educator to ensure that all students have equal access and opportunities to achieve established goals. This includes consideration for how the methods and materials in a curriculum reduce the barriers students face when interacting with content. Barriers can include issues of physical and digital accessibility or barriers that are created by the

medium content is presented in. Consideration and application of the representation guidelines also support students' development as expert learners who are purposeful and knowledgeable. Purposeful learners are those who understand their own learning processes and effectively make choices in how they interact with learning materials. Knowledgeable learners make meaningful connections between previously learned material and new content that is also generalized across disciplines. Educators who support students in these areas ensure that all materials utilized are accessible to all students and, when appropriate, offer students choice and alternatives in the materials they use to interact with content. When delivering instruction, educators minimize distractions and highlight key content and features to students. A key feature in implementing the representation guidelines is barrier-free learning offered through the provision of choices to students in the material they interact with. It is noted that while instructional technology and multimedia are avenues for offering multiple means of representation, they are not required elements of implementing the guidelines.

Action and Expression

Application of the UDL Guidelines for Action and Expression considers the "how" of learning. Specifically, the "how" of learning refers to the assessments employed to determine how students are progressing in a curriculum and ensures that all measures utilized to this end provide a valid reflection of student knowledge. Consideration and application of the guidelines for action and expression support students' development as strategic and goal-oriented learners. Strategic learners are those who advocate for themselves, seek out help as needed, and work effectively both independently and collaboratively. Strategic learners are those who make timely adjustments to their action plans and adjust their goals as necessary. Educators who support students in these areas ensure that all assessments utilized separate the ends from the means when measuring students' knowledge and skills. In developing assessments of student knowledge, educators ensure a clear alignment to the goals/standards they are measuring and offer students choice in how they demonstrate their knowledge. This ensures that response methods do not create barriers for obtaining valid and reliable measures of students' knowledge and skills. Additionally, when choice in response methods is not available (i.e., a standard requires for a specific response method), educators offer accommodations that facilitate student responses. Educators also offer detailed, varied, and ongoing feedback that allows students to share in the responsibility for guiding their learning efforts and supports student self-reflection.

Consideration for UDL is found throughout the CalTPA rubrics; candidates who successfully employ these components with their students will engage their students via effective teaching strategies, allowing for meaningful learning opportunities in an inclusive setting. See UDL Guidelines (http://udlguidelines.cast.org/) for more detailed information and practices for a UDL approach.

II. Asset-Based Instructional Design for All Students

> An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Students are valued for what they bring to the classroom rather than characterized by what they may need to work on or lack. Therefore, what they bring to the classroom is considered an asset. Student assets include diversity in thinking (e.g., critical, creative, inductive, deductive, holistic, detail focused), culture (e.g., ethnic, racial, gender-identity), traits (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and intelligences (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), as well as unique experiences or skills (e.g., community-based experiences, travel, hobbies, student club affiliations).

California teachers recognize, respect, and utilize each student's strengths, experiences, and background knowledge as assets for teaching and learning. The candidate gathers information about their students' assets and learning needs to develop an age-appropriate lesson plan. Asset-based instruction incorporates components of Universal Design for Learning (UDL) by providing multiple means of engagement. Candidates need to learn to tap into each student's interests, challenge them appropriately, and utilize necessary and appropriate adaptations (accommodations and/or modifications) and scaffolding to engage them in learning. The candidate explains how the lesson plan incorporates or builds on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson plan.

Teachers regularly gather information (i.e., assessment data, personal observation, evaluative reports) to address their students' needs as part of the Individualized Education Program (IEP) process. Instruction may often be focused on a deficit-need model to help students meet their IEP goals. Asset-based instruction may be more challenging for a candidate to design as it utilizes students' strengths, experiences, and background as the foundation of the lesson plan, student engagement, and learning. Cycle 1 and Cycle 2 require candidates to incorporate an asset-based approach into their instructional design and practices. Candidates include individual and collective strengths, experiences, and background knowledge that students "bring to the table" for a given lesson plan and lesson sequence. These assets may include the following:

- Prior knowledge and skills related to the content of the lesson

  - Example: For a 5th grade basketball lesson:
    In the previous lesson, students learned how to show proficiency in dribbling a basketball in self-space and along different pathways (straight, curved, and zigzag), using dominant and non-dominant hand. In this lesson, they will be taught how to dribble around static objects (cones), then around a static person, then around a moving defender. Direct instruction using appropriate skill cues and demonstration of performance will be included.

  - Example: Last week, students learned three different serves: long, short, and flick. Today students will review those serves and learn about clears, which are used to back an opponent up and give them time to recover. As the unit progresses, students will also learn the drive, smash, and drop shots and rules to prepare them to participate in games.

- Accumulated knowledge and experience outside the classroom

  - Example: An integrated science teacher notes that several students are active members of the robotics club and so might be good choices as group leaders for a lab on building basic electrical circuits.

  - Example: An elementary school student's family owns and operates a small grocery store in which the children spend time and work on weekends. From these experiences, the student has an understanding of the world of commerce (tracking and organizing inventory, making change for customers). In a unit on the people and places in the community, the teacher relies on the student to provide expertise to their peers about the real-world application of what they are learning.

  - Example: Students with multilingual families/guardian(s) have unique perspectives about culture and language that provide a nuanced understanding of these factors found in the multicultural literature the class is reading that can support the class's understanding of the text.

- Individual interests and passions related to the lesson

  - Example: A candidate planning a science lesson on classifying and identifying insects notices that a student, who has recently experienced the divorce of their parents and frequently falls asleep during class, is passionate about different phenomena in the environment. During a recent outdoor exploration with the class, the student collects snails and asks if they can observe the snails more closely with a magnifying glass. The candidate encourages the student to describe how the snails look, how they feel, and how they move. In order to leverage this student's passion and realizing the student's difficulty with fitting in, the candidate assigns the student to lead a small group workstation where other students are invited to observe the snails through the magnifying glass followed up with a written description of their observations.

- The "flip side" of a need may be an asset

  - Example: A class learning about diversity, immigration, and migration read *America, My New Home* by Monica Gunning about a young girl from Jamaica who shares her experiences and feelings about living in New York. Students in the class can identify with the character's experiences through their own journeys or through the experiences of family/guardians or close friends. The candidate structures the lesson so students, like the character in the book, can share the excitement and hardship of their experiences in whole and small group discussion as the starting point for developing a written topic sentence.

Candidates will benefit from guidance in implementing an asset-based instructional approach with guided practice in identifying student assets. Once a candidate can identify and articulate students' assets, they can better leverage their knowledge of these assets in the planning and delivery of the lesson plan.

III. The Role of English Language Development in Lesson Planning and Delivery

An underlying foundation of the CalTPA is its focus on assessing candidates' ability to serve the needs of all students, including English learners. Therefore, all candidates in MS and SS programs should be conversant with both the current California English Language Development Standards (CA ELD Standards) and the English Language Arts/English Language Development Framework (ELA/ELD Framework) before they begin their work on the CalTPA. Note: For Bilingual candidates, the current California Spanish Language Development Standards may be used. Not only do candidates need to know about the standards and framework in general, but they also need to be aware of the implications for any content area in which they will be teaching. These content-specific TPEs are presented in the introduction of the performance assessment guide for each instructional cycle.

Preparation program coursework should provide the opportunity for candidates to do a deep dive into the CA ELD Standards. The CA ELD Standards reflect what students should know and be able to do, both at each grade level and at each level of English learning. Note that these standards are outcomes based—not necessarily a list of skills or knowledge that need to be taught. The CA ELD Standards provide the guiding principles for instructing English learners.

The ELA/ELD Framework provides greater detail on how the CA ELD Standards are integrated with the California Common Core State Standards in English Language Arts & Literacy (CCSS ELA/Literacy) in History/Social Studies, Science, and Technical Subjects for the purpose of developing curriculum, no matter the area of core content. The introduction to the ELA/ELD Framework provides an excellent overview of the philosophy and goals for assisting English learners to achieve success in their schooling.

While there are differences in the pathway of progress toward fluency for individual English learners from district to district, candidates should be provided information about the role of the English Language Proficiency Assessments for California (ELPAC) in monitoring the progress of English learners. Candidates should know about the levels of proficiency and the implications

of these levels for meeting the needs of their English learners. The California Department of Education (CDE) has indicated that all Local Education Agencies (LEAs) need to be able to produce the scores/reports if requested. Therefore, they have access in the Test Operations Management System (TOMS) to print a current student's score report at any time. All teachers employed at a school have access to the TK–12 student scores online even if they have moved from one school site to another. In the past, LEAs did not have access to incoming student results without requesting a copy of them from the sending institution or placing a copy in the cumulative folder. LEAs now have access to these student score reports (SSRs) electronically and can download them for easy access and production for families/guardians of students who have taken the ELPAC; thus, there is no longer a need to have them in the cumulative folder.

While candidates may learn about the CA ELD Standards in a "standalone" class on addressing the needs of English learners, they should also experience the role of the ELA/ELD Framework within the context of content-area methods courses. This should include clear explanation and guidance on the roles of both designated (self-contained or specialized) and integrated (core content or departmentalized) CA ELD Standards. Sample lesson plans using a variety of planning tools (from the program and participating districts) can provide concrete examples for candidates as they develop their own plans.

Preparation program coursework based in specific content areas should include guidance on integrating CA ELD Standards within the content area. Plenty of examples of how the CA ELD Standards are addressed in lessons or integrated into the curriculum plan will provide a strong foundation for candidates to develop their own lessons with integrated CA ELD Standards and the appropriate California Content Standards.

> The same linguistic supports that work for all students can be implemented in translanguaging situations. For example, pictures, realia, cognates, repetition, and modeling would all be instructional strategies that teachers would use for students who are bilingual to assist with understanding the target language of instruction.

When subject-matter faculty display a mindset that the CA ELD Standards are simply a part of teaching that particular content area, then candidates accept the need to incorporate these standards into their own lesson planning as a natural part of the process.

Encourage candidates to fully articulate in their writing what they mean by "scaffolds," "supports," "graphic organizers," and other strategies used to support English learners. Candidates should explain why a strategy was selected rather than assuming it is appropriate because "it's scaffolding (and that's what you do for English learners)," for example.

Candidates may tend to focus on the written work produced by English learners. The CA ELD Standards indicate that students should be using language in all its forms, including individual oral expression and group collaboration. Remind candidates that oral practice using the language of the content area does aid all other aspects of language development, including reading, writing, listening, and speaking.

Candidates often hold misconceptions about the English language abilities of their students, which then impacts their work on the CalTPA. Addressing these misconceptions before CalTPA work begins will help candidates broaden their understanding of English learners. Common misunderstandings include the following:

> *"This student can hold a conversation with me and with friends, so they must be fluent."* Candidates need to understand that conversational fluency is different from academic fluency. They need to find out more about the student's language abilities (ELPAC scores).

> *"I have no English learners."* Candidates may assume that students who have been reclassified as fluent no longer need language support. What they do not realize is that there are usually remaining gaps in knowledge or language skills that need continued support. If they do not have an identified English learner, they likely do have students who struggle with language, whether it is reading, writing, listening, or speaking.

> *"This student's learning issues are due to their disability, not their language skills."* Candidates need to know that they are likely to have students managing both a disability and a language challenge. This is where site resources—such as a consultation with the supervising/mentor teacher, resource teacher, or counselor—are helpful.

The following diagram illustrates the interrelationship between the current CA ELD Standards and the CCSS in ELA/Literacy.
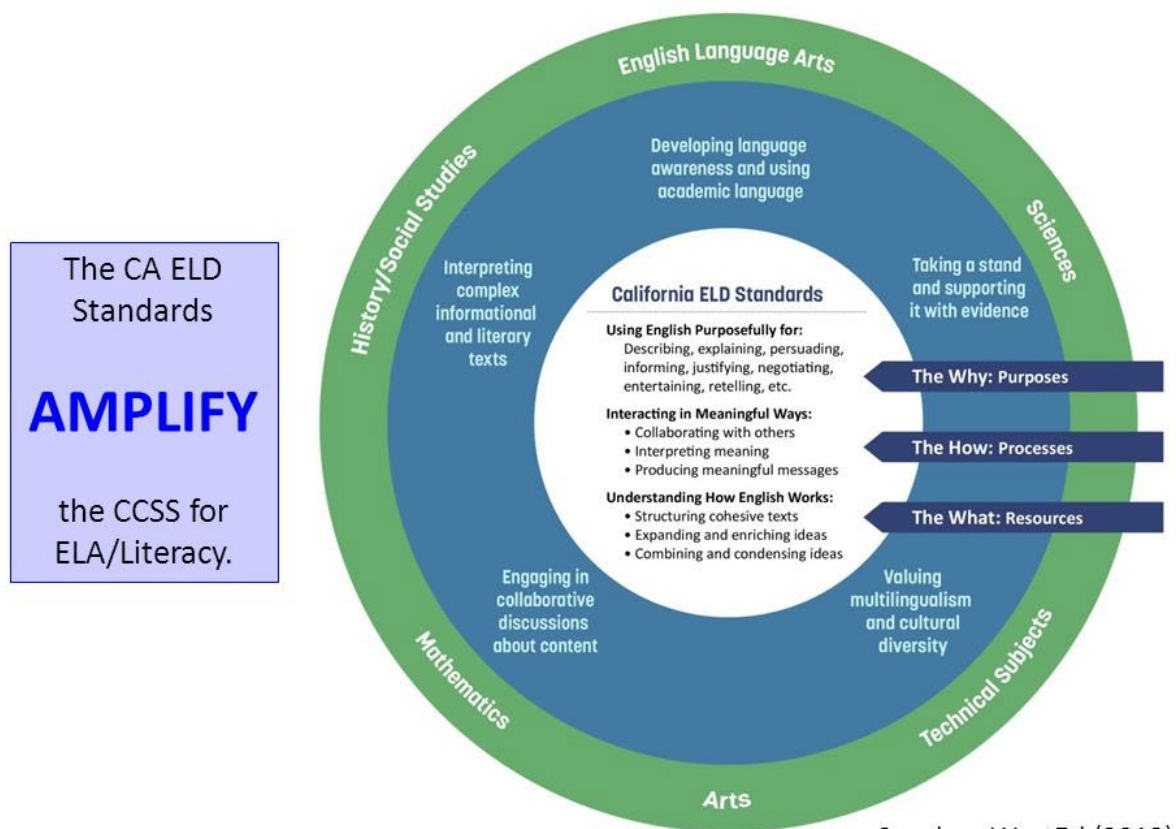
Spycher, WestEd (2013)

IV. Deep Understanding and Higher-Order Thinking Skills

Deep understanding is defined as knowledge that is beyond attending to or recalling factual pieces of information and is characterized by the ability to understand and use complex content as it is applied to new contexts and situations. To undertake the social, environmental, and economic problems of today and tomorrow, students need a broad set of knowledge and skills that enables them to understand, navigate, adapt, and apply their knowledge and skills to novel and complex problems and contexts. This broad set of transferable knowledge and skills—including deep content knowledge, an ability to analyze and problem solve, and interpersonal and intrapersonal skills—is increasingly recognized as the essential competencies that students need for success in college, in the 21st-century workplace, and as future citizens.

Higher-order thinking skills (HOTS) distinguish critical-thinking skills from lower-order learning outcomes. Based on the work of Benjamin Bloom and his *Taxonomy of Educational Objectives: The Classification of Educational Goals*, HOTS extend beyond basic observation of facts and memorization and move deeper into application, analysis, synthesis, evaluation, creation, and

innovation. Simply stated, implementing HOTS in all content areas promotes students to become more creative thinkers and better problem solvers, resulting in deep learning of content.

> For additional information on deep understanding and higher-order thinking skills, please see *Preparing Teachers for Deeper Learning* by Linda Darling-Hammond and Jeannie Oaks. This book "depicts transformative forms of teaching and teacher preparation that honor and expand all students' abilities, knowledges, and experiences, and reaffirm the promise of educating for a better world."

V. Academic Language Development

For optimal success of candidates across all content areas, programs should indicate when academic language development (ALD) is taught. ALD allows TK–12 students to access the content, texts, concepts, discourse, and assessments. Candidates are asked to teach their students academic language in the lessons submitted, allowing for increased access to the curriculum. ALD is specialized per content area; students must be given multiple opportunities to hear, speak, read, and write using the academic language within the identified content area.

VI. Funds of Knowledge

Funds of knowledge are the skills, knowledge, experiences, and expertise that students bring to the classroom that are based in their families' cultural, familial, and community practices. Understanding that students do not arrive to school as "blank slates" and that they bring with them a wealth of knowledge can help bridge the gap and build relationships between where they live and school. Funds of knowledge bring diversity into the classroom and help students experience a connection to the school environment through culturally relevant pedagogy. Candidates, as researchers, can access their students' funds of knowledge and promote a deeper connection to their students and families/guardian(s) to promote an inclusive culture for learning. Further, candidates should:

- allow opportunities for students to share their funds of knowledge in the classroom;
- create lessons that connect to students' funds of knowledge to engage students in learning;
- create culturally relevant experiences for students for a deeper connection to learning.

Below is an example of how to access and build on students' funds of knowledge to provide deeper learning opportunities and connect with students and families/guardian(s) using a project to learn about students, their families/guardian(s), communities, and culture:

- At the beginning of the school year, a candidate may assign an "All About Me" project to be completed by the students and families/guardian(s) to learn more about their students' backgrounds and interests. Teachers can give a choice menu of options for

creating this project with a set or open-ended criterion for what to include in the "All About Me" project. Criteria can include student and family/guardian interests, extracurricular activities, sports teams, holidays, celebrations, milestones, siblings, extended family, etc. Once projects are completed, candidates should provide opportunities for students to share with their classmates.

VII. Modeling and Metacognition

Modeling is not simply utilizing a document camera to display something to the class. Modeling occurs when a teacher demonstrates to students how to proceed with an activity, revealing their thought process as they complete the task. For example, a teacher might show how they would write a topic sentence or thesis statement in response to a prompt. As they write the sentence, the teacher explains their thinking at each step of the process. This type of modeling promotes metacognition, encouraging students to understand what they know and what they need to know to engage with the content.

VIII. Scaffolding

Candidates often equate scaffolding with sentence frames and word lists. While these may be useful examples of scaffolds, candidates need to understand the purpose of scaffolding instruction. Scaffolding occurs when a teacher structures a learning task in a way that makes it accessible to all students. This might include providing a sentence frame for a topic sentence, breaking a task into small steps, checking for understanding at each step, providing a word bank to complete an assignment, allowing students to look up unfamiliar words while reading, or introducing new vocabulary before the start of the lesson.

Whatever scaffolding strategies are selected by candidates, they should be able to articulate why those strategies provide appropriate support. Also, the goal of scaffolding is to move students toward independent work as they access the content without the need for the scaffold—a goal that is often forgotten by candidates.

CalTPA Asset-Based Lesson Planning Considerations

I. Integrated Instruction

Multiple Subject or Single Subject candidates may teach in a setting where they integrate content from more than one subject area. For example, a candidate may be teaching in a humanities class that combines both social studies and English content standards. Or a candidate may teach a mathematics lesson that is linked to a biology concept. When content is integrated, the candidate must be careful to articulate and demonstrate their teaching of the California Content Standards/and or Curriculum Frameworks in the candidate's primary area (literacy, mathematics, or the single subject). The CalTPA submission should include the following details:

- Reference to the California Content Standards and/or Curriculum Frameworks for the primary area (literacy, mathematics, or the single subject) in the lesson plan and related materials

- Learning goals that primarily build on student content standards for literacy, mathematics, or the single subject sought by the candidate (goals for the other content area[s] can be provided as appropriate)

- Student activities that primarily reflect the primary content area (activities will undoubtably include the other content, but the candidate should focus their CalTPA response on the primary content of literacy, mathematics, or the single subject)

- Assessments that primarily reflect the student content standards and learning goals from the primary content area (literacy, mathematics, or the single subject)

> **For Multiple Subject Candidates:** When a candidate chooses to submit an integrated content area lesson, the candidate selects either a math or a literacy learning goal, current CA ELD Standards (as appropriate), and current California Content Standards and/or Curriculum Frameworks within the integrated lesson. For example, a candidate may submit a literacy lesson that includes science learning goals and content standards, while ensuring literacy standards are taught and assessed.

II. Developmental Considerations for Students

Social-Emotional Development

[Collaborative for Social, Emotional, and Academic Learning](#) (CASEL) identifies five competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision making—that should be part of every school and classroom. When social-emotional learning (SEL) needs are addressed, student learning outcomes increase. Within the CalTPA, candidates are asked to address the social-emotional learning needs of their focus

students. Knowing what the SEL assets and needs are for the selected focus students (and the class as a whole) will support candidates in planning a learner-centered lesson focused on content-specific learning goals.

III. Student Grouping Strategies

Candidates are asked to identify student grouping strategies used within their lesson(s). While it is sometimes appropriate for direct instruction as part of a lesson, candidates should be encouraged to move toward a student- or learner-centered lesson that requires purposeful student interaction and engagement with their classmates. Cooperative, collaborative, or small group learning supports social-emotional development skills in addition to higher-order thinking skills. For true benefits to occur with pairs or small groups, students must be taught specific discourse allowing for all to participate in the learning process. Intentional grouping allows students to take advantage of peer assets and diverse perspectives. Flexible grouping accounts for learner variability and changes throughout the lesson in response to learning goals and activities, student responses and engagement, and in-the-moment support needs. Authentic partner or group work is dependent upon students sharing resources and information; there must be a desired learning outcome for students to successfully interact in this manner. Elizabeth Cohen and colleagues at Stanford University developed Complex Instruction to achieve equity in the classroom. The goal of Complex Instruction is to facilitate academic success for all students through groupwork activities.

IV. Instructional Adaptations (Accommodations and/or Modifications)

In both Cycle 1 and Cycle 2 of the CalTPA, candidates are asked to introduce their students in the Getting to Know Your Students Template. Here, candidates are asked about English learners and students with IEPs or 504 plans or identified as GATE. Knowing this information helps candidates plan adaptations (accommodations and/or modifications) based upon the assets and needs of the above identified students, in addition to students with different academic or social-emotional development abilities (who can be found in every classroom). Candidates need to clearly articulate what adaptations (accommodations and/or modifications) they plan to employ within their lesson(s) and why. Adaptations (accommodations and/or modifications) describing what candidates will do to support the range of learners in their class (e.g., English learners; students with IEPs or 504 plans, or identified GATE; students whose life experiences may result in the need for additional academic or emotional support) should be specific and unique to the assets/needs of their individual students; candidates should avoid generic responses such as "student will work with a partner," as this statement does not clearly explain how it benefits students in achieving the learning goals. Meeting the needs of individual learners appears in multiple rubrics; adaptations (accommodations and/or modifications) should be addressed throughout all parts of each cycle.

V. Co-Teaching

If preparation programs incorporate co-teaching (one supervising/mentor teacher oversees the work of multiple candidates in a single classroom) as the clinical practice model, the candidate is expected to co-plan and deliver lessons, and assess student work. However, for the CalTPA, the candidate must be the sole author of the portion of teaching and learning that will be used as evidence for the individual's CalTPA cycle submission. Preparation programs that adopt a co-teaching clinical practice model, in conjunction with a collaborative mindset surrounding the CalTPA, align with Ball and Cohen's (1999) term "learning in and from practice"; supervising/mentor teachers support candidates' daily growth and reflection, while the CalTPA provides formative and summative feedback. If you are using a co-teaching model, remember that the candidate must be the sole author of written narratives, video annotations, and lesson plans, and video clips of classroom instruction must be selected by the candidate. The CalTPA assesses the candidate's capacity to teach and assess, not the supervising/mentor teacher's capacity to teach and assess. Throughout the process of completing the CalTPA cycles, candidates may seek feedback from their supervising/mentor teacher. For policy guidelines regarding feedback, please see the Acceptable Support link on the [CalTPA Faculty Policies and Resources web page](#).

CalTPA Analytic Rubrics

Preparation programs should weave CalTPA analytic rubrics into the fabric of their courses and clinical practice expectations, providing candidates opportunities not only to learn the expectations of these rubrics but to see what practice looks like in reference to the levels of each rubric. Candidates are encouraged to refer frequently to the analytic rubrics throughout the CalTPA process as they self-assess and peer assess. Faculty and supervising/mentor teachers should use the language of the rubrics when providing feedback to candidates. CalTPA rubrics include an essential question that frames the knowledge, skills, and abilities of the rubric. Each rubric provides five qualitative descriptions, with score Level 1 representing a response for which no evidence is provided or practice is not supportive of student learning, score Level 2 representing an inconsistent or limited response, moving up to Level 3 which mirrors the performance expectations of the essential question. To reach Level 4, the candidate must provide evidence for all of Level 3 and Level 4. To reach Level 5, the candidate must provide evidence for all of Level 3, Level 4, and Level 5 constructs. Essential questions and analytic rubrics can be found in the CalTPA performance assessment guides.

> In coaching candidates' review of their submissions, it is useful for them to follow a process similar to that of an assessor as they review and revise their submission. That process is as follows:
>
> - For each rubric, the assessor reviews the essential question and looks to the "Sources of Evidence" that they are able to review in scoring that rubric.
>
> - As they review the sources of evidence, they focus on the constructs in Level 3 of the rubric. Level 3 is a multiple-construct version of the essential question.
>
> - Assessors look for at least one piece of evidence from the list of "Sources of Evidence" for each of the constructs in Level 3.
>
> - If the assessor finds one piece of evidence for each construct in Level 3, they move to Level 4 and repeat the process until they reach a level in which they do not see evidence for a particular construct(s).
>
> - If the assessor does not find evidence for all the constructs in Level 3, they move to Level 2. This process continues through Level 2 and to Level 1 if necessary until a final score is determined.

Preparation programs can use the rubrics as a teaching tool by integrating them into specific assignments or clinical practice. For example, use Rubric 1.1, Plan, during a course that focuses on how to write learning goals, write lesson plans, and choose appropriate learning activities that build on students' prior knowledge and assets. Focus on and provide examples of lessons that differentiate instruction by developing higher-order thinking and academic language for a range of student learners. Using rubrics for course assignments gives the candidate the opportunity to become familiar with the language of the rubric and to practice applying the

qualities of the rubric levels to their own work, and allows for a rich discussion of what practice looks like at different levels.

Candidates who encounter cycle rubrics for the first time when they work through the cycle and who did not have the opportunity to apply the rubrics to their or others' teaching practice may struggle to provide adequate evidence or might not realize the importance of each construct at each level.

Key tips for candidates as they self-assess their CalTPA evidence using the analytic rubrics:

- Using "buzzwords" associated with concepts or repeating back the language used in a prompt, such as the term "UDL," in and of itself does not demonstrate a candidate's understanding or capacity if the actual dispositions and strategies of UDL are not evidenced in the cycle submission.

- Not answering a prompt but instead noting that the response was provided in an earlier piece of evidence does not demonstrate the candidate's understanding of the prompt. Rubrics, provided for each of the four steps of a cycle, clearly state what evidence may be used to determine a score level. Only the evidence stated will be used to make a score judgment for a particular rubric.

- Providing a biased response or talking about students in a negative or deficient manner will result in a score of 1. For example, statements that start "this student cannot learn because…" signal that the candidate is searching for an excuse instead of seeking the student's assets and providing appropriate supports so that the student can access the core curriculum and be included in the learning of the lesson(s).

If evidence is missing, a condition code will be applied and the submission will not be scored. Without evidence, a score judgment on a rubric cannot be made.

Additional Candidate Supports

I. Providing Professional Writing Supports

Preparation programs should provide opportunities for candidates to practice professional writing. Professional writing includes correct spelling and grammar; appropriate handling of individual student learning needs; sensitivity toward any personal information that could include experiences the student has encountered inside or outside of school; not discussing health issues or other information deemed private by the district or school; and an asset-focused, non-biased, professional tone. Teaching candidates how to write letters that will go to families/guardians or be on report cards is an important skill and a typical requirement of the job of teaching.

It is imperative that candidates not share intimate, personal TK–12 student and family/guardian information. It is not appropriate, for example, that candidates offer their interpretation or judgment about a student or group of students. Identifying information should be removed (redacted) from student work and no full student names should be used in narratives or during video recordings. Candidates are directly asked to use FS1, FS2, and FS3 as opposed to student names when describing focus students. As someone who supports candidates with their CalTPA, you may remind them to use appropriate tenses (past, present) throughout narratives and annotations. Encourage candidates to review their written narratives with their supervising/mentor teacher and with peers, and to self-assess using the analytic CalTPA rubrics.

II. Practicing with Video Beforehand

Preparation programs are advised to provide multiple opportunities/assignments for candidates to practice video recording to ensure the candidate and students can be both seen and heard within the videos. Additionally, prior to a candidate submitting final evidence, programs should provide opportunities for candidates to watch their videos and practice writing, annotating, and reflecting on what they see in the video. Annotations can be used in any video and must be used at least once across the selected five-minute video segments. There is no requirement for each video to have an annotation and no restriction on the number of times an annotation is used. Videos submitted may not be edited. Both candidates and students must be seen in video clips.

III. Providing Structural and Technical Video Support

Candidates are responsible for securing permission from all individuals who appear in face-to-face and/or online setting video clips and whose work is submitted. Most districts have video/social media release forms that allow video to be recorded for education purposes. Preparation programs may wish to develop a permission slip template if a TK–12 school district

does not have a standard one in place for families/guardian(s) to sign. Sample video consent forms are available on the California Educator Credentialing Assessments website.

Candidates should be cognizant of what images are captured within a video recording. For example, avoid having the name of the school posted on a wall within the video frame.

While a dress code is not established for the CalTPA video recordings of teaching practice, some districts do set dress expectations for candidates. It is always professional to dress appropriately for work.

Candidates should be aware of camera angles and lighting in the room and consider if extraneous sounds beyond or inside the classroom are disruptive to the recording. Audio quality should be considered when recording in theatres, large spaces, and outdoor venues. While Pearson offers technical support, it is suggested that preparation programs identify someone within their program for technical issues related to video and/or audio recording.

Candidates and students must be seen in video recordings. Assessors must be able to hear the dialogue in video recordings.

IV. Providing Guidance for Video Selections, Timestamps, and Annotations

Introductory instructional student activities—such as tuning instruments (Music), body stretching (PE), moving into small groups, or handing out lab materials—may be considered "Setting Expectations for Learning" but should not constitute a significant portion of any of the video clips. Candidates should consider selecting a video clip that demonstrates how they, as the teacher, are setting clear content-based and/or academic language expectations for learning for the lesson or assessment.

Annotation rationales must align with the situation or student(s) that are clearly evidenced in the video timestamp. The text provided in the annotations should provide context and rationale for the teaching strategy, assessment, or other key aspects of practice, in order to clearly demonstrate awareness and purpose for the practice. Candidates may use annotations as many times as appropriate to clearly point out where they perform the skill or ability and why.

Annotations are most effective when the comments are specific to a situation and student(s) that are clearly evidenced in the video timestamp segment. In the context of a large group engaging in a single activity (e.g., orchestra, basketball), it may be difficult to distinguish a specific student or group of students. Planning ahead to video-record the entire lesson will provide options for the candidate when they are selecting video clips or re-selecting if resubmitting evidence.

Unclear annotation (lacking specificity)

- 00:00:00 - 00:04:33 — "Engaging Students in Content-Specific Higher-Order Thinking"

"In my music class, students were practicing register keys."

"Students are talking to each other as they finish up their science lab."

"Students are in groups for this activity."

Descriptive annotation (noting specifics)

- 00:02:11 - 00:02:53 — "Engaging Students in Content-Specific Higher-Order Thinking"

"In this clip, I am engaging the clarinet section in higher-order thinking when asking them to first explain and then demonstrate how depressing the register key raises the lower register pitches E and F by a 12th to the pitches B and C within the staff."

"Students are discussing and determining together how to analyze the data they collected during the science lab. They are working together in groups to establish whether or not their hypothesis was correct or if they need to continue to collect and analyze data."

V. General Considerations

TK–12 Single Subject Credential

California Preliminary Single Subject Credential holders are authorized to teach the specified content in a departmentalized setting in grades TK–12. Therefore, candidates may present a lesson(s) at any grade level that is clearly aligned with the California Content Standards and/or Curriculum Frameworks. As appropriate, candidates should include English Language Development (ELD) goals based on CA ELD Standards and the ELA/ELD Framework.

Repeated Practice

Learning over time, particularly with new concepts, is essential in the acquisition of new knowledge, skills, and abilities. Students are not expected to perfectly perform a new task or immediately understand an unfamiliar concept. Allowing time within a lesson to reinforce learning is good practice. In performance-based activities that are often reliant on skill and/or ability development, candidates are encouraged to support student learning during the lesson through repeated practice. Time should be built into lessons for students to revise their work or improve their performance. Of course, this is also true for teacher candidates. The more opportunities candidates have to practice, to edit, and to revise their evidence for the instructional cycle, the better their results will be.

Synchronous Online Learning Environment

I. Providing Guidance for Online Settings[1]

Candidates teaching in an online setting must meet the requirements specified in the CalTPA performance assessment guides. Preparation programs must work with candidates to determine whether a synchronous online setting is suitable for completing the requirements of the CalTPA within the current parameters of the CalTPA performance assessment guides. Candidates must be able to see, hear, and synchronously interact with students in real-time. Virtual learning platforms (e.g., Zoom) should support the ability to record candidate instruction and student engagement for the purpose of generating the required video evidence. If video evidence cannot be captured within the online platform, an external camera may be used to generate the required video evidence. Candidates must teach actual students from their assigned class, candidate and students must be seen and heard in the video clips, and all annotations must be used at least once.

Uploaded video clips must be continuous and unedited with the following exceptions:

- Covering or removing student names to protect privacy is not considered a video edit.
- Video captured in an online setting such as Zoom, where the video jumps from speaker to speaker, is not considered an edit.
- The use of video captioning is permitted only to enhance audio intelligibility, that is, to transcribe any conversation that may be difficult to hear or understand. Captions must be embedded within the video file.

Instruction must be based on California Content Standards and/or Curriculum Frameworks, address cycle-specific parameters, and allow checking for understanding. Candidates must teach actual students from their assigned class; candidate's own children or neighbor children may not be used to create a mock classroom. Candidates must adhere to all school or district guidelines for recording in online settings and continue to ensure the appropriate permissions are in place.

See Guidelines for Completing the CalTPA in an Online or Hybrid Setting for additional information and candidate tips for teaching and assessing in online learning settings.

Cycle 1

A candidate must teach a minimum of 3 students during the lesson required for Cycle 1. If only 3 students are engaged in the lesson, the 3 students must represent the required 3 focus students. The Getting to Know Your Students Template should indicate and briefly describe the online setting. The Lesson Plan and Lesson Plan Rationale Template should address specific

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[1] Executive Order N-66-20

instructional strategies and/or adaptations (accommodations and/or modifications) applied due to the online setting.

Cycle 2

The learning segment in Cycle 2 may include both synchronous and asynchronous instruction. However, the video clips for Steps 2 and 4 must come from synchronous segments that include candidate and student interaction. A candidate must teach a minimum of 3 students in Cycle 2 through the learning segment in order to have three levels of performance: approaching, meeting, and exceeding expectations. If only 3 students are engaged, their responses must represent the range of responses across the class.

The Contextual Information Template should indicate and briefly describe the online setting.

The Learning Segment Template should address specific instructional strategies and/or adaptations (accommodations and/or modifications) applied due to the online setting.

Candidates must continue to provide blank copies of the informal assessment, student self-assessment and corresponding rubric, and formal assessment and corresponding rubric, as well as progress guides (if used), including definition of proficient student performance.

Candidates must continue to collect and submit three student formal assessment responses with feedback. When selecting assessment strategies, candidates should take into consideration how they will deliver, collect, analyze and provide feedback either through the virtual instruction platform (e.g., Zoom) or other virtual means (e.g., email, Dropbox).

II. Synchronous Online Setting Scenarios Using Google Education Suite

Single Subject English

A candidate teaching in a single subject setting could use Google Education Suite to facilitate students in learning about a topic from the required curriculum. For example, an English teacher candidate could use Google Education for teaching the novel *Of Mice and Men*. The teacher candidate could use Google Drawings to create posters on the characters from the novel that allows for brief explanations on the drawings that are submitted through Google Classroom. This application also allows for pictures to be posted on the "poster" to add a visualization of the characters. Students can then be led through a Virtual Gallery Walk with prompting questions as they review their classmates' posters in Google Drawings. To facilitate reading quizzes to ensure student reading of the chapters, the teacher candidate could use Google Forms to build a quiz that will assess student comprehension.

Single Subject Physical Education

A teacher candidate could use Google Education Suite to record a video of themselves demonstrating aerobic exercises that could then be uploaded to Google Drive for students to watch. After students view and engage with the aerobic exercises video, the teacher candidate could engage with students through Google Hangout to answer questions or further demonstrate the aerobic exercises. Students could then create their own aerobic exercises with chosen music in Google Groups. In the following days, students could then choose their own student-developed aerobic exercises to follow. Upon completion of these collaborative teams of aerobic exercise videos, the teacher candidate could evaluate students' performance videos (products) and record the evaluation (determined by the candidate's school or district direction for grading, e.g., pass/fail, letter grade) in Google Classroom.

Multiple Subject

A teacher candidate in a third-grade setting could create a set of math problems in Google Docs, such as adding/subtracting whole numbers. The teacher candidate could assign groups of four students through Google Hangout. Students could then work collaboratively in Google Hangout. Students could solve the problem on the Google Doc worksheet and provide a short written narrative on how to solve each problem. Students could then create a short set of Google Slides for the other groups in the class as a tutorial on adding/subtracting whole numbers. Upon completion of these collaborative Google Slides, the teacher candidate could evaluate students' performance slide decks (products) and record the evaluation (determined by the candidate's school or district direction for grading, e.g., pass/fail, letter grade) in Google Classroom.

Google Features

Doc Sheets and Slides; Drawings; Jamboard; Meet; Groups; Vault

Required Technology

Computer, tablet, or smartphone with the capacity to broadcast and receive video/audio; Internet access; Google account: www.google.com

III. Synchronous Online Setting Scenarios Using Zoom

Teacher candidates using Zoom can video record the instructional session using the Zoom platform and/or with a remote camera setup. During the session, they can use the built-in whiteboard to collaboratively interact with their students, and they can also share other documents that reside on their computer (e.g., PowerPoint presentations, text documents, graphics). Once the online session is complete, the Zoom session can either be downloaded as an MP4 file to their desktop or saved to the cloud. Chat narrative generated by students during the session could be used as evidence of student learning and/or teacher feedback (e.g., annotations, reflection, and/or Apply responses).

Single Subject Music

A single subject Music teacher candidate can teach a music lesson using Zoom where they will be able to see, hear, and interact with, in real time, all of the students who are in the online session. In a lesson that identifies musical intervals within an octave, the teacher candidate can play a specific interval (e.g., Major 3rd), and their students can write down the name of the interval and show their response to the teacher via Zoom.

Multiple Subject

A multiple subject teacher candidate can teach a math lesson using Zoom where they will be able to see, hear, and interact with, in real time, all of the students who are in the online session. In a lesson that identifies place value in the 10s place, the teacher candidate can ask their students and parent(s)/guardian(s) to work together to create manipulatives that would show groups of ten (e.g., 10 toothpicks held together with a rubber band or 10 beans in a paper cup). Using the toothpicks or beans, students can then show the teacher candidate via Zoom what the number 12 or 15 would look like.

Zoom Features

Online meetings; video webinars; conference rooms; group collaboration (e.g., whiteboard); can share other applications (e.g., Word, Excel, PowerPoint); participants can call in via phone; chat; save chat; save video/audio recording; to capture audio only, participants must use an external device (e.g., iPhone Voice Memo)

Required Technology

Computer, tablet, or smartphone with the capacity to broadcast and receive video/audio; Internet access; free Zoom account: https://zoom.us (host up to 100 participants; 40-minute limit for group meetings [can be extended])

Hybrid Learning Environments

As students begin returning to in-person schooling, candidates will be faced with a variety of forms of hybrid classroom structures. The following guidelines and examples provide clarity on how the requirements of the CalTPA can be met in these learning settings.

Overall Guidelines for Completing the CalTPA in Hybrid Settings

- All instruction must be synchronous, whether teaching in-person or remotely. Synchronous learning occurs when teachers and students interact together in real time.

- If classes are divided into multiple groups for hybrid models, candidates can define their "small groups" or "classes" as a portion of the whole group. Candidates should refer to the video clip requirements for the number of students and when candidates must be seen in the clips to be sure the clips show the appropriate number of students.

- A learning segment of 3 to 5 lessons does not need to be taught on sequential days. If the hybrid model the school adopts has students attending synchronously on alternating days, the learning segment may be taught during those alternating meetings.

Examples of Hybrid Settings that Schools May Adopt

- Schools may adopt a cohort-based hybrid model that limits the number of students in a physical classroom at any given time.

  - Common forms of this model include dividing a class into two cohorts. One cohort attends in-person school every other day and engages in asynchronous remote learning on alternate days.

  - A second example of this model is the half-day approach in which each student cohort spends half the school day in-person and the other half doing asynchronous remote learning.

  If this is the model the school has adopted, candidates should focus on one of the cohorts as their "small group" or "class." This is particularly important for Cycle 2, in which the learning segment of 3 to 5 lessons is to be implemented with the same students. If the chosen student cohort is doing synchronous work every other day, it is appropriate for the learning segment to happen on those alternating days.

- Schools may adopt a hybrid approach in which all students are engaged in synchronous learning with some learning occurring remotely and some in-person. In this model, the teacher attends to both groups simultaneously.

  If this is the model the school has adopted, candidates have two options:

  - Choose to focus on one of the groups, either the group learning remotely in a synchronous setting or the group that is in-person. For Cycle 2, the learning segment must be taught with the same students across the sequence of lessons, so only one of these groups can be the focus and not a combination of them.

  - Choose to document the lessons with both the remote students and in-person students simultaneously.

Instructional Cycle 1: Learning About Students and Planning Instruction

I. General Overview

Instructional Cycle 1: Learning About Students and Planning Instruction directs candidates to learn about their students and plan an asset-based lesson that supports identified learning needs. Candidates develop and teach one engaging, content-specific lesson within a school placement. Candidates determine content-specific learning goals that are based on [California Content Standards and/or Curriculum Frameworks](#), teach and assess student learning, reflect on the effectiveness of their lesson, and plan next steps for future student learning.

- Faculty and program instructors are encouraged to embed assignments in courses and clinical practice that give candidates opportunity to practice asset-based lesson planning and to deliver lessons that align with the essential questions of the CalTPA and focus on assets and not on needs. Preparation programs should provide multiple opportunities for candidates to practice video recording and embed assignments that require video recording, analysis, and reflection.

- Candidates may not describe students in a biased or judgmental way. As stated in the preamble to the cycles of assessment, all students can learn, and all students must have access to the core academic curriculum in the least restrictive learning environment.

- Faculty and program instructors should model how to work with a wide array of students, particularly the three focus students of Instructional Cycle 1, English learners, students with identified learning needs including GATE students, and students who have experienced trauma either inside or outside of school settings. Candidates need a clinical practice/student teaching placement that provides opportunities to teach a broad and diverse range of learners.

- Multiple Subject or Single Subject candidates may teach in a setting where they integrate content from more than one subject area. For example, a candidate may be teaching in a humanities class that combines both social studies and English content standards. Or a candidate may teach a mathematics lesson that is linked to a biology concept. When content is integrated, the candidate must be careful to articulate and demonstrate their teaching of the California Content Standards and/or Curriculum Frameworks in the candidate's primary area (multiple subject focus of literacy or mathematics, or the single subject).

> **For Multiple Subject Candidates**: When a candidate chooses to submit an integrated content area lesson, the candidate selects either a math or a literacy learning goal, current CA ELD Standards (as appropriate), and current California Content Standards and/or Curriculum Frameworks within the integrated lesson. For example, a candidate may submit a literacy lesson that includes science learning goals and content standards, while ensuring literacy standards are taught and assessed.

II. Critical Concepts for Instructional Cycle 1

The CalTPA Glossary, also provided at the end of each CalTPA performance assessment guide and on the California Educator Credentialing Assessments website, provides detailed definitions for many of the critical concepts and key terms candidates will encounter when preparing the Instructional Cycle 1 submission. The CalTPA Glossary includes selected terms that are critical for candidates to understand in order to successfully demonstrate their capacity to learn about their students and plan asset-based instruction.

Selection of Focus Student 3

When selecting Focus Student 3, candidates should choose a student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches their attention (e.g., does not participate, falls asleep in class, remains silent, acts out, demands attention). The student's life experiences may include, but are not limited to, challenges where they live, in the community, or in school as a result of discrimination, bullying, illness, loss of family member(s)/guardian(s) or close relation(s), divorce, trauma, homelessness, poverty, or incarceration, or the student may have been negatively impacted due to religion, racism, sexism, classism, ableism, anti-Semitism, or heterosexism, or as a result of needs as a migrant, an immigrant, or an undocumented student; the student may be a self-identified LGBTQIA+ student; or the student may be in foster care. Candidates are asked to consider and describe appropriately and professionally the following attributes as they plan instruction for Focus Student 3. Professional descriptions reflect that candidates recognize that they are most likely not lifespan development specialists or medical professionals, and that interpretation or diagnosis of behavior is not appropriate. Writing should focus on being descriptive about student behaviors:

a. life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support

b. prior academic knowledge related to the specific content

c. social identity (student's expressed self-concept derived from a social group that is evident through peer and/or adult interactions inside or outside of school)

d. cultural and linguistic resources and funds of knowledge

e. prior experiences and interests related to the content

f. developmental considerations (e.g., social-emotional, physical)

Preparation programs should provide plenty of examples and opportunities for candidates to learn about how to be aware of and to appropriately address the needs of Focus Student 3 so that the student feels supported, safe, and engaged in the lesson.

Creating a Positive and Safe Learning Environment

Candidates sometimes confuse a positive and safe learning environment for a "fun" or unstructured environment, for example giving students complete choice whether or not to participate. Instead, guide candidates to realize that a safe and positive learning environment is still a rigorous academic setting, and one in which students feel accepted and understood, leading to greater engagement and student learning. A safe and positive learning environment can be accomplished through manipulating physical space; understanding and appropriately connecting with students (e.g., welcoming students to the classroom); incorporating knowledge of students' assets and interests into lesson planning; and/or learning about students' neighborhoods, cultures, and languages spoken.

Monitoring Students' Learning of Content

Many candidates have mastered the art of asking a question, eliciting a response from a volunteer student, assuming that everyone "gets it," and moving on to the next step of the learning task within a lesson. Taking time to assist candidates in fully understanding the range of questioning strategies (e.g., open/closed, probing, paraphrasing, hypothetical, leading, reflective) needed to ensure deep understanding of the content will help candidates support students to meet the learning goals. Examples of how to check for student understanding using the range of questioning strategies and plenty of practice trying out these strategies are key.

Establishing Expectations for Content-Specific Learning

Candidates should explicitly indicate to students what the learning goals are, why they are relevant, and how students will accomplish those learning goals during a lesson. Preparation programs should encourage candidates to be clear with students about the learning goals and to build in time in every lesson to accomplish this task. Successful lessons provide clear, achievable learning goals, and students need to know what expectations have been set by the candidate for learning. Setting clear learning goals can occur at any point during a lesson or series of lessons. If a candidate has English learners in their class, they need to set learning goals for ELD.

III. Instructional Cycle 1 Considerations by Step

Step 1: Plan

Step 1: Plan is an opportunity for candidates with support from their supervising/mentor teacher, school personnel, students' families/guardian(s), and faculty to develop an understanding of students' assets and learning needs. Candidates, often in consultation with the supervising/mentor teacher, select a content focus and related student activities that are based on the applicable California Content Standards and/or Curriculum Frameworks (content and grade level) and that would be a normal component of the course curriculum of the identified class.

When designing the lesson, candidates are asked to connect learning to students' prior knowledge as well as clearly define expectations for learning and next steps for the following lesson taught. Candidates are encouraged to be as specific as possible when developing learning goals and expectations that are based on [California Content Standards and/or Curriculum Frameworks](#). Clearly described learning goals and expectations will help in the design of student activities, instructional strategies, and assessments to check for understanding during the one lesson. Candidates who choose to teach an integrated lesson for Cycle 1 must remember to emphasize literacy or mathematics if a Multiple Subject candidate or the primary subject area if a Single Subject candidate. Content standards, learning goals, and checking for understanding need to demonstrate students' engagement with literacy, mathematics, or the primary subject area. Additional content integrated into the lesson, while helpful and engaging for the student, is not the emphasis of Cycle 1.

Measurement Focus for Step 1

Four essential questions and analytic rubrics are used by an assessor to score the evidence of Step 1:

- Rubric 1.1: How does the candidate's proposed grade-level appropriate content-specific learning goal(s) of the lesson connect with students' prior knowledge? How do proposed learning activities, instructional strategies, and grouping strategies support, engage, **and/or** challenge all students to meet the content-specific learning goal(s) of the lesson?
- Rubric 1.2: How does the candidate plan instruction using knowledge of FS1's (English learner) assets and learning needs to support meaningful engagement with the content-specific learning goal(s) of the lesson and ELD goal(s)?
- Rubric 1.3: How does the candidate plan instruction using knowledge of FS2's assets, learning needs, and IEP/504/GATE goals/plans to support meaningful engagement with the content-specific learning goal(s) and, if appropriate, ELD goal(s)?
- Rubric 1.4: How does the candidate plan instruction using knowledge of FS3's assets and learning needs to support meaningful engagement with the content-specific learning goal(s) and, if appropriate, ELD goal(s) and address the student's well-being by creating a safe and positive learning environment during or outside of the lesson?

Evidence includes two written narratives: Getting to Know Your Students and Lesson Plan Rationale. Candidates also submit a lesson plan and up to eight pages of related instructional resources and materials.

Suggestions for Faculty to Share with Candidates

- Candidates often need guidance on where to find accurate data for students' English learner status, IEP/504 plan learning goals, or GATE classification. Candidates who struggle to find this information need guidance on how to gather the information through conversations with their supervising/mentor teacher or other support staff and/or sources at the school.

- Candidates should select a class that has English learners and/or students with other district-identified learning needs. Interns may need additional program guidance on how to proceed. Preparation programs need to be proactive in finding clinical practice/student teaching placements for candidates in which the candidate can have supported opportunities to practice with the full range of student learners. All learning environments have students who have a range of assets and learning needs; therefore, identifying three focus students is possible for all settings.

Focus Students

Focus students represent students who potentially learn, process information, communicate, move, and experience life in unique ways. When learning about and working with focus students, candidates should gather as much background information as possible and appropriate to determine the assets and needs of the students with particular focus on how this information may impact the design and presentation of the lesson. Information on students' individual academic and/or social-emotional assets and needs are available from general education teachers, special education teachers, paraprofessionals or teaching assistants, families/guardians, related-service providers, speech therapists, hearing specialists, physical therapists, occupational therapists, school nurses, counselors, and administrators.

Step 2: Teach and Assess

Candidates video record the entire lesson. Then candidates select and annotate video clips that illustrate the candidate using specific teaching practices and instructional strategies that address the learning expectations established in the lesson plan from Step 1. Three video clips, no more than five minutes each, are to be submitted: (1) creating a positive and safe classroom environment, and establishing expectations for content-specific learning, (2) student activities and instructional strategies, and (3) monitor students' learning of content. It is important to note that when candidates set expectations for learning, they need to set clear expectations related to the learning of the content of the lesson being taught in Cycle 1.

Measurement Focus for Step 2

Two essential questions and analytic rubrics are used by an assessor to score the evidence of Step 2:

- Rubric 1.5: How does the candidate maintain a positive and safe learning environment that supports all students to access and meet the content-specific learning goal(s) and ELD goal(s)? How does the candidate establish clear expectations for content-specific learning?

- Rubric 1.6: How does the candidate actively engage students in deep learning of content, monitor/informally assess their learning?

Evidence includes three annotated video clips. Each clip can be up to five minutes in length. Each clip must be unedited.

Suggestions for Faculty to Share with Candidates

Preparation programs should provide multiple opportunities for candidates to practice video recording and analyze their teaching. Build assignments that require candidates to video record themselves teaching, watch the video, analyze and reflect on the video, and then write about what they saw in a professional manner.

Each annotation title must be used at least once throughout the three video clips, though it is not required that all four annotation titles be included in each one of the three clips. Annotations may be used multiple times across the three video clips.

Annotations must be specific to teaching practice or student(s) that are clearly evidenced in the timestamp segment of the video submitted. The four annotations are Creating a Positive and Safe Learning Environment, Establishing Expectations for Content-Specific Learning, Engaging Students in Content-Specific Higher-Order Thinking, and Monitoring Students' Learning of Content.

Preparation programs should emphasize the importance of writing annotation rationales (for video clips) that address what you are doing and why it supports student learning.

Assessors do not watch video beyond the five-minute mark of the clip. If evidence (annotations) is provided after the five-minute mark, it will not be used to inform the rubric score.

Edited videos will not be scored (do not include additional titles, music, graphics, other elements, or cuts in the middle of video clips).

Candidates and students must be seen and heard in the video recordings.

> **Multiple Subject**
>
> Selecting Video Clips: Candidate may submit a video less than five minutes, as long as there is clear evidence that each of the elements has been met for the annotations. This is particularly relevant in the early grades (TK–3).

> **Single Subject**
>
> Selecting Video Clips: Introductory material, such as tuning instruments (Music) and body stretching (PE), may be considered "Setting Expectations for Learning" but should not constitute a significant portion of any of the video clips.

Step 3: Reflect

Candidates need opportunities in coursework to practice reflective writing about their teaching. Often candidates write about their teaching at a cursory level and forget to refer to evidence from Steps 1 or 2. For example, a candidate might say, "I was able to use what I learned about my class to develop the lesson." This candidate did not refer to evidence/data or provide clarity on what they learned about the class, the focus students, or teaching the particular content and how these important understandings impacted future instruction. As part of preparing for Step 3, it may be an optimal time for candidates to engage in a peer reflection process, reading each other's responses and discussing them in light of the five levels of Rubric 1.7. The program should provide opportunities to practice writing reflections about teaching and student learning. Developing reflective practitioners is a key component of the TPEs, and reflection is a step in each of the two instructional cycles of the CalTPA.

Measurement Focus of Step 3

One essential question and analytic rubric is used by an assessor to score the evidence of Step 3:

- Rubric 1.7: How does the candidate reflect on (**referring to evidence from Steps 1 and/or 2**) the impact of their asset- and needs-based lesson planning, teaching, and informal assessment of student learning and analyze how effective the lesson was in supporting the whole class and the 3 focus students in meeting the content-specific learning goal(s) and ELD goal(s)?

Evidence includes one written narrative: Reflection on What You Learned.

Suggestions for Faculty to Share with Candidates

Reflective writing is not merely descriptive. The candidate moves beyond describing or replaying the lesson as if a script; rather, they revisit and think about what happened in Step 1: Plan and Step 2: Teach and Assess to note and refer to details and emotions, reflect on meaning, examine what went well or revealed a need for additional learning for students or

themselves as learners, and relate what transpired to their next steps in teaching this group of students and the three focus students.

Reflective writing addresses questions such as:

> "What did I notice about my students?"
> "What might I have done differently in this lesson to meet the needs of my students?"
> "What surprised me?" or
> "What meaning do I make of the outcomes of the lesson taught?"

Step 4: Apply

Candidates describe how they plan to apply what they have learned from the processes in Steps 1, 2, and/or 3 to strengthen and extend students' understanding of content and academic language development and determine next steps for instruction. Candidates' responses should be directly related to the lesson goals and learning expectations, connect to the California Content Standards and/or Curriculum Frameworks, and apply to all student proficiency levels.

Faculty and program instructors can assist candidates by holding critique sessions during coursework about what next steps are appropriate for a group of learners as they follow a sequence of instruction or as part of the clinical practice debrief that often follows a day of student teaching. Teaching and assessing, while important to learn, is just part of the full cycle of practice. Candidates need to follow the steps of plan, teach and assess, reflect, and apply to fully engage with the teaching process.

Candidates are given the choice to respond to Step 4: Apply prompts in a written narrative or by creating a video recording (up to five minutes). It is very compelling to hear a candidate talk about their practice, to describe what they have learned about their students (both the whole class and focus students), and about their capacity to teach specific content to this group of students.

Measurement Focus of Step 4

One essential question and analytic rubric is used by an assessor to score the evidence of Step 4:

- Rubric 1.8: How will the candidate apply what they have learned in Cycle 1 (**referring to evidence from Steps 1, 2, and/or 3**) about students' learning to strengthen and extend students' understanding of content, higher-order thinking, and academic language development and determine next steps for instruction?

Evidence includes one written narrative: Application of What You Learned OR the candidate can respond verbally to the Step 4 prompts in one up-to-6-minute video recording.

Instructional Cycle 2: Assessment-Driven Instruction

I. General Overview

Instructional Cycle 2: Assessment-Driven Instruction focuses on how to use multiple types of assessments, analyze results, and provide rubric-based feedback aligned to the learning goals to students across a series of lessons following the four steps of plan, teach and assess, reflect, and apply. This cycle requires the candidate to demonstrate expertise in informal assessment, student self-assessment, and formal assessment. The full range of assessments needs to be modeled and practiced in coursework and clinical practice/student teaching to ensure a deep level of candidate understanding of various types of student assessments prior to CalTPA Cycle 2 completion. Candidates use multiple assessments to understand what their students know and have yet to learn to meet set content-specific learning goals and develop academic language. This understanding, in turn, drives their instructional next steps. In addition, candidates are asked to demonstrate how within the lesson segment they provide the opportunity for students to use educational technology to further content-specific knowledge.

Multiple Subject or Single Subject candidates may teach in a setting where they integrate content from more than one subject area. For example, a candidate may be teaching in a humanities class that combines both social studies and English content standards. Or a candidate may teach a mathematics lesson that is linked to a biology concept. When content is integrated, the candidate must be careful to articulate and demonstrate their teaching of the California Content Standards in the candidate's primary area (literacy, mathematics, or the single subject).

II. Critical Concepts for Instructional Cycle 2

The CalTPA Glossary, also provided at the end of each CalTPA performance assessment guide and on the California Educator Credentialing Assessments website, provides detailed definitions for the key concepts candidates encounter when preparing their Cycle 2 submission. Below are selected concepts from the CalTPA Glossary that are helpful to candidates and critical to understand in order to complete Cycle 2.

Learning Segment

A learning segment, a term unique to the CalTPA, is a series of related lessons moving toward a common goal, typically a series of lessons that are a part of a larger unit. Candidates are not asked to submit formal lesson plans. Instead they complete the Learning Segment Template, providing the blueprint of three to five lessons and assessments. Candidates need to provide enough detail about ELD, ALD, and adaptations (accommodations and/or modifications) for students with special needs to demonstrate their capacity to plan asset-based instruction and assessments. This is also where candidates provide information about student use of educational technology to further content knowledge.

Candidates should strive to go beyond copying and pasting general strategies from lesson to lesson in the template. For example, rather than saying "I will provide graphic organizers," the candidate could specify the type of organizer that would be used for that particular lesson and why.

For integrated content learning submissions for Cycle 2, candidates need to be sure to provide content standards, learning goals, student activities, and assessments for literacy or mathematics if a Multiple Subject candidate or for the primary subject area if a Single Subject candidate. For Multiple Subject submissions, Cycle 1 and Cycle 2 must have different content focuses. The subject matter content focus must be clearly present across the lesson. The additional content beyond Multiple Subject literacy or mathematics and the primary Single Subject area is helpful for context and can be provided in the Learning Segment Template, but the focus for Cycle 2—either literacy or mathematics for the Multiple Subject candidate or the one primary subject area for the Single Subject candidate—must be clear.

Rubrics for Student Work

For student self-assessment and formal assessment, candidates are required to create content-specific rubrics that are used to consistently score student work and provide meaningful feedback. Candidates should keep in mind that the product, process, or performance per individual student must be assessed using a rubric that provides descriptive, detailed language and illustrates levels of performance related to the learning goals identified in the learning segment. Preparation programs should provide examples and non-examples of content-specific rubrics. Many candidates may not have had prior educational experiences with rubrics as guides to performance expectations. The Berkeley Center for Teaching and Learning provides descriptions and examples of rubrics.

Rubric

A rubric is a tool for scoring student work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcomes down the left vertical axis and descriptors of levels of performance across the horizontal axis. The performance being scored by a rubric may be given an overall score (holistic rubric scoring), or criteria may be scored individually (analytic rubric scoring). Rubrics may also be used for communicating expectations for performance.

Progress Guides/Checklists

In addition to rubrics, teachers may also use progress guides or checklists to help provide specific feedback to students about an aspect of a rubric. Progress guides are tools for helping students and teachers determine next steps to be taken to improve the quality of student work or performance. Based on a single criterion from a rubric, a progress guide helps students and teachers generate differentiated formative feedback. A progress guide is designed to support developmental and linguistic needs of students in peer assessment and self-assessment tasks.

While submitting only a progress guide does not meet the requirement of having a content-specific rubric, submitting a progress guide with the rubric can help illustrate how a candidate is providing detailed feedback to students for next steps in their learning process.

Instructional Adaptations (Accommodations and/or Modifications)

These are instructional moves made during instruction as a result of the candidate's in-the-moment analysis of students' response to instruction through informal assessment, often called "checking for understanding." Candidates should be encouraged in the video annotations and reflective narratives to reveal their thinking about why adaptations (accommodations and/or modifications) were made during instruction. For example, a video annotation might read, "I noticed that my students were not understanding how I was moving through the process of solving the math equation on the Smartboard. I decided to stop my presentation of how to solve for x in the equation and asked my students to share their ideas for how to solve for x with a partner, because when I called on a student, they were reluctant to offer their answers to the entire class. Sharing first with a partner about how to solve for x in the equation gave every student the opportunity to engage in the question and lowered the stakes, building student confidence."

Student Feedback

Instructional Cycle 2 is focused on a range of types of assessment and how to use multiple measures to guide next steps in the instructional process. It is critical that candidates provide meaningful, rubric-specific feedback to their students based on informal assessment, student self-assessment, and formal assessment. Feedback needs to be more than a grade level score (A), a percentage (82%), or a checkmark. Candidates need to understand and learn how to provide feedback that is actionable for students: Where is the evidence that the student has met the learning goal? What and why do they need to make changes or revisions to their work product, process, or performance? What are their next steps that will improve the qualities of their product, process, or performance?

Educational Technology

Students need to have the opportunity to use educational technology to further their understanding of content. The candidate may choose from a variety of ways to demonstrate how they are providing the opportunity for students to use educational technology at any point during their three to five lessons of the learning segment. Candidates who are comfortable with educational technology may demonstrate this by allowing students to independently choose which educational technology resources may be used to achieve and/or demonstrate content or extend beyond the learning goals set for the lessons. Peer or group work and/or communication and collaboration to generate work is also key, in conjunction with bringing in other students, teachers, and expertise from outside the classroom via digital/virtual tools.

III. Instructional Cycle 2 Considerations by Step

Step 1: Plan

Candidates begin Cycle 2 by providing background information about the students' assets and learning needs and the lessons to establish the context for later steps of the instructional cycle. If the candidate is using the same class that they worked with during Cycle 1, they will still need to provide the contextual information, as over time student learning increases, new learning needs may be identified, and students may have been added to the class.

The focus of Cycle 2 varies from Cycle 1, shifting from a focus on planning for the whole class and three focus students to planning multiple lessons and administering assessments to a class of students. Engaging in two cycles of instruction provides the opportunity to candidates to demonstrate the full depth and breadth of their teaching; therefore, the lesson used in Cycle 1 may not be repeated in Cycle 2.

While the Instructional Cycle 2 Performance Assessment Guide states that the learning segment needs to be three to five lessons, the candidate may need guidance when the class schedule varies from the norm. For example, in a block schedule, one block might represent two or more lessons or one lesson. What guides a candidate is who their students are (assets and learning needs) and what content they are teaching. Planning a quality lesson with embedded assessments takes practice. Candidates will benefit from having the opportunity to discuss the thinking behind why expert teachers make the choices they do as they plan multiple lessons and assessments for students.

Candidates who choose to teach a series of lessons with integrated content for Cycle 2 must remember to emphasize literacy or mathematics if a Multiple Subject candidate or the primary subject area if a Single Subject candidate. Content standards, learning goals, and student activities and assessments need to demonstrate students' engagement with literacy, mathematics, or the primary subject area. Additional content integrated into the lessons, while helpful and engaging for the students, is not the emphasis of Cycle 2.

Measurement Focus of Step 1

Two essential questions and analytic rubrics are used by an assessor to score the evidence of Step 1:

- Rubric 2.1: How does the candidate's learning segment plan provide grade-level appropriate content-specific learning goal(s) and, if appropriate, ELD goal(s), assessments, and rubrics that offer multiple ways for all students to demonstrate knowledge and affirm and validate students' assets, including strengths, experiences, and backgrounds?
- Rubric 2.2: How does the candidate plan a learning segment in which assessments and rubrics, instructional strategies, and lessons align and build on one another to provide a progression of learning that develops the students' concepts and skills to achieve the standards-based learning goal(s)?

Evidence includes a completed Learning Segment Template; two written narratives: Contextual Information and Assessment Descriptions; blank copies of the informal assessment; blank copies of both the student self-assessment and corresponding rubric; and blank copies of both the formal assessment and corresponding rubric.

Suggestions for Faculty to Share with Candidates

- Candidates must use the Learning Segment Template provided to describe their three to five lessons. Lesson plans are not required for submission.

- Standards referenced must be the [California Content Standards](), [Curriculum Frameworks](), and the [California English Language Development Standards (CA ELD Standards)]() as appropriate.

- It is expected that this lesson series will include activities and strategies that leverage the assets and meet the needs of all learners in the class group; therefore, it is important to provide detailed information in all the Learning Segment Template categories for each lesson.

- The re-teaching or extension activity indicated in Step 4 is not part of the Learning Segment Template and should not be included. The Learning Segment Template plan is developed prior to the lessons being taught and the assessments given. Step 4 comes at the end of the cycle as a re-teaching or extension lesson based on what happened in the first three to five lessons.

Planning for Student Use of Educational Technology

Planning for the use of educational technology in the classroom begins by taking note of the various technology options that the school site offers students. Educational technology includes digital and/or virtual tools and resources. Some schools provide a computer or tablet for every student's use; others may allow students to bring their own tablets, laptops, or smartphones. Candidates should work with their supervising/mentor teacher to understand any policies that a district or school site may have established for students that guide the use of digital/virtual tools and resources in addition to use of the Internet.

With the goal of actively engaging students in the deep learning of content and providing opportunities for students to achieve and/or demonstrate the content-specific learning goal(s), candidates should strive to incorporate educational technology in a meaningful way that is purposefully connected to the learning activities and extends the opportunity to learn content in a digital/virtual manner. Putting a worksheet on a digital/virtual platform is not the intent or goal of this requirement for incorporating educational technology to enhance the learning of content. Instead, candidates need examples of how educational technology can take learning beyond the four walls of a classroom and connect them to a broad set of resources and knowledge. Digital and virtual tools can help put students in charge of their own learning, allowing for student voice and choice as they collaborate with peers and other experts to transform their learning experiences and enhance their content-specific processes, products, and performances.

Considerations for Single Subject Music, Art, and Physical Education

The influx of technology into our lives and our learning environments has had a profound impact on the way in which educators approach how they teach and, often, what they teach. It may initially appear that the use of technology within a performance-based classroom is outside of traditional practice and can only impede the learning process. However, when used purposefully, educational technology can be an effective learning tool in the music, art, and physical education classrooms. The tools available—computers, tablets, software, smartphones, interactive white boards, overhead projectors, software and hardware synthesizers, and video and audio recording devices—are generally affordable (or free) and help to transform learning environments from teacher-centered to student-centered learning environments.

Examples of minimal technology use to further content knowledge:

Broadcasting the sound of a metronome through a classroom speaker while the music ensemble is playing — Minimal use: this may demonstrate a steady beat for a lesson focused on rhythm, yet performing with a metronome is generally regarded as drill rather than the learning of new material; it would be difficult to hear in the context of an ensemble; replicates one of the functions of the teacher (conductor) in leading the ensemble and de-emphasizes the teacher's role in leading the students

Tuning instruments to an electronic tuner — Minimal use: tuning is standard procedure in an instrumental music ensemble and generally regarded as a drill or practice activity rather than the learning of new content

Examples of appropriate technology use to further student's content knowledge:

Students can

- create content-specific videos and/or content-specific music videos;
- tour art museums online and compare and contrast exhibitions;
- listen to science podcasts, then create their own scientific podcast;
- use digital tools to create books and zines (self-published magazines), workshop photographs, and mixed media artwork;
- build websites to host their performances and projects; document their best work over several years of high school;
- use technology to assist with analysis (e.g., graphing calculators, spreadsheets);
- use technology to enhance collaborative work (e.g., shared Google Docs).

Informal Assessment or Checking for Understanding

Informal assessment strategies should be well articulated by the candidate. Rather than stating generally, "I'll check for understanding by asking questions," the candidate should provide examples of the types of questions they might ask and how they plan to ensure that all

students' learning can be monitored. For example, a candidate could indicate several questions that might be posed to the whole class and use a random calling strategy to gather student responses and ensure equitable opportunity for engagement. Informal assessments also include observation of students and documentation of learning; student peer review (e.g., having another student read and critique an essay based on a rubric); student critique; student and group reflections on the qualities of a product, process, or performance; and progress monitoring. Progress guides may be used to provide detailed feedback to a student about next steps for learning.

Preparation programs should model a variety of strategies to check for understanding, such as types of purposeful questions (Elicitation, Divergent, Elaboration, Clarification, Heuristic, and Inventive), white boards, sticky notes, random calling, exit slips, online tools, observing, listening, peer discussion and critique, and/or reflective writing. Candidates need a wealth of ideas of how to determine if students are reaching expectations for learning. Determining clear expectations for learning ahead of time by having a clear rubric will assist the candidate to guide and document student learning.

Student Self-Assessment

Student self-assessment is an area in which candidates need explicit support and examples. Many candidates have never engaged in self-assessment in their TK–12 experiences. Self-assessment refers to a student's ability to assess and monitor their own learning in relation to criteria based on learning goals. The candidate needs to provide students with a tool or strategy to check their learning, rubric descriptions to judge their learning, and ways for them to reflect and move forward in their learning. Students need to know what they know, and what they do not yet know, in order to determine how to meet a learning goal. Candidates must develop a clear rubric to guide students through the self-assessment process. In addition to rubrics, progress guides may be used to provide detailed feedback to a student about next steps for learning.

Formal Assessment

Formal assessment may be a product, process, or performance that each student develops or engages in; the assessment needs to measure the learning goals for the lesson series. The candidate needs to develop a clear, multi-step rubric with descriptions that illustrate performance qualities for each level of the rubric. Students should be aware of the formal assessment rubric from the start of the lesson series. Three samples of student work (process, product, or performance) with rubric-specific feedback must be submitted in Step 3; candidates should be encouraged to think about student work when designing the lesson series and formal assessment. Scoring rubrics should be developed to provide detailed, meaningful feedback to students. In addition to rubrics, progress guides may be used to enhance detailed feedback to a student about next steps for learning.

The formal assessment must require the students to create and/or produce a

- **product** (e.g., visual representation, written product, 3-D model),

- **process** (e.g., mathematical problem with explanation of how they solved the problem), or

- **performance** (e.g., demonstration, presentation)

as an outcome of engaging in the formal assessment to demonstrate content-specific learning. The students may work in groups during instruction and preparation, but individual students must have their own assessment product, process, or performance that the candidate collects/observes/records and assesses using the rubric.

Groupwork for Formal Assessments

Groupwork is an effective strategy to engage students in, including formal assessments. However, if candidates engage the students in groupwork for the formal assessment, they must provide evidence of individual student learning in relation to the content-specific learning goals, and they must provide individual students with detailed rubric-based feedback to further their individual learning.

Candidates should have the opportunity to review and critique a range of formal assessments and understand why and how these assessments are used to inform instructional planning. Modeling rubric-specific feedback and how to provide this feedback to students is necessary. Many candidates have experienced assessment as a summative—end of chapter or end of semester—process versus a supported formative experience in which what is expected through a clear rubric is shown prior to the assessment.

Step 2: Teach and Assess

Conduct the Learning Segment, Including Informal and Student Self-Assessments

Since the Teach and Assess step is at the heart of this cycle (five rubrics are used to assess evidence of Step 2), candidates should be encouraged to conduct these lessons within a timeframe that leaves them plenty of time to reflect and adjust, rather than rushing toward a CalTPA submission deadline to get it all done.

Measurement Focus of Step 2

Five essential questions and analytic rubrics are used by an assessor to score the evidence of Step 2:

- Rubric 2.3: How does the candidate support student development and demonstration of academic language in relation to the content-specific learning goal(s)?

- Rubric 2.4: How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to use these tools and

resources to enhance, improve, **and/or** demonstrate knowledge, skills, **and/or** abilities related to the learning goal(s)?

- Rubric 2.5: How does the candidate use informal assessment to monitor and support the students' deep learning of content (age **and/or** developmentally appropriate higher-order thinking skills) and adjust instruction to meet the needs of learners?

- Rubric 2.6: How does the candidate model and engage the students in self-assessment to build their awareness of what they have learned, provide feedback, and support their progress toward meeting content-specific learning goal(s) and ELD goal(s), if appropriate?

- Rubric 2.7: How does the candidate use results of informal assessments **and/or** student self-assessment to provide actionable feedback to students about how to improve or revise their work to continue progress toward **and/or** beyond the learning goal(s)?

Evidence includes 4 annotated video clips (each clip may be no more than five minutes long), and one written narrative: Analysis of Informal and Student Self-Assessments.

Student Self-Assessment

One challenge for preparation programs is to provide opportunities for candidates to practice the "self-assessment process." The candidate must be able to

1. develop a student self-assessment and rubric;

2. explain the self-assessment and rubric, or a portion, to the class;

3. have students engage in the self-assessment using the rubric to guide their own analysis of the quality of their work product, process, or performance, allowing students to articulate what they know based on the rubric and what they need to learn based on the rubric;

4. if appropriate, use progress guides along with a rubric to provide detailed actionable feedback to students for next steps for learning.

Preparation programs are encouraged to embed ongoing and regular opportunities for candidates to self-assess their progress and then apply the same process with the students they teach. One example might be to use the CalTPA rubrics to self-assess coursework. Remember, most candidates have not had many opportunities to engage in assessment of their own work. Providing these opportunities in coursework will provide candidates with a working, first-hand knowledge of what the process of rubric-driven self-assessment provides to a learner.

Annotated Video Clips

Candidates can adjust the length of video clips based on the placement setting; however, each video may not be more than five minutes. Candidates teaching in TK–2 may find shorter videos are more appropriate for primary grade students.

Candidates need to think carefully about selecting video clips that will best demonstrate their ability to deliver the lessons and analyze their delivery. Consider the following:

The assessment guide suggests to candidates that they video record all the lessons that are part of the learning segment described in Step 1. This full set of recordings then provides the candidate with the opportunity to carefully choose the clips that most clearly demonstrate the teaching practice. Four video clips with four annotations are required for Step 2.

Encourage candidates to focus on the content of the video clips rather than the length.

Both the candidate and students must be seen and heard in the video clips. It is effective to select video clips that show students in action with the teacher facilitating. For example, a video clip that shows students attempting to use the academic language in spoken or written work demonstrates learning more than a video clip of a teacher explaining a technical term and then asking if there are any questions.

Ask candidates to view their video clips with the rubrics in hand; selections should provide evidence to support the rubric criteria. Five rubrics are used to assess Step 2.

Each video clip has a specific focus; candidates should be sure that the video clip includes everything requested in the description of practice from the assessment guide.

Video clips may not be edited (do not include additional titles, music, graphics, or other elements) and must show continuous instruction. For example, a video clip cannot stop and restart, skipping over student transition time from one task to another.

Video Clip 1: Candidates should demonstrate that their students are using (reading, writing, speaking, listening) the academic language related to the lesson series described in Step 1.

Video Clip 2: Encourage candidates to select video clips that show students using educational technology to either acquire knowledge or demonstrate mastery of the content-specific learning goals. If students do not have extensive access to technology, then the candidate should find creative ways to encourage its use to the extent possible. For example, students in groups could use smartphones to access an application to answer questions as a review of previously learned knowledge. Candidates could rotate through entering data into graphing software on one computer. For more TK–12 examples, please see the Educational Technology Resources on the CalTPA Preparation Materials web page (http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_PrepMaterials.html).

Video Clip 3: This video clip asks candidates to demonstrate informal assessment of deep learning/higher-order thinking skills. The use of detailed annotations to explain what questions were asked and the feedback provided can be helpful, especially if the candidate is making the rounds to individuals or small groups and audio may be hard to hear.

Video Clip 4: This video clip focuses on two aspects of self-assessment: individual students assessing their own understanding of the content and the candidate providing actionable feedback to students based on their own self-assessment results.

Video Annotation Guidance

Video annotations provide a glimpse into the candidate's thought processes, in addition to documenting what happened in the timestamp segment of the video. The focus should be on **what** you are doing and the rationale for **why** you are doing it. The four annotations are Assessing Student Learning and Development of Academic Language, Students Using Educational Technology, Providing Content-Specific Feedback to Students, and Assessing Student Learning and Use of Higher-Order Thinking Skills.

The annotation titles are intended to guide the candidate and the assessor in analyzing the video clips. Annotations must be clearly connected to each timestamp provided. Each annotation category needs to be used at least one time over the course of the four video clips. Each annotation can also be used many times across the four video clips; it all depends on what the candidate wants to highlight/annotate for the assessor. The more specific and reflective the annotation, the better the assessor will be able to understand the candidate's instructional and/or assessment choices. It is important for candidates to show and timestamp where in their recorded practice they are demonstrating an important teaching practice. In addition, candidates should provide evidence in the annotation that explains why they are providing instruction and assessment.

Written Narrative: Analysis of Informal and Student Self-Assessments

For analysis of both informal and student self-assessments, candidates should be encouraged to provide specific examples and full responses. Candidates should engage in aggregating and disaggregating the assessment data and then explaining what the data mean. Candidates should be given many opportunities to practice offering rubric-specific actionable feedback to students.

Step 3: Reflect

The candidate must be able to analyze the formal assessment data, explain their conclusions, and then discuss next steps for the whole group and individual students. Candidates need experience with citing evidence from their submission to explain or illustrate their conclusions. Candidates also need to practice sharing learning goal assessment data in a chart, table, or other visual display medium.

Measurement Focus for Step 3

One essential question and analytic rubric is used by an assessor to score the evidence of Step 3:

Rubric 2.8: How does the candidate analyze the **formal assessment** results based on the rubric and identify and describe learning pattern(s) **and/or** trend(s) for the students and determine what was most and least effective about the candidate's instructional approach in relation to the learning goal(s)?

Evidence includes formal assessment responses from 3 students (products, processes, or three recorded performances) with feedback aligned with the learning goal(s) and one written narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students.

Suggestions for Faculty to Share with Candidates

For the whole-class results template, candidates should provide assessment results that are broken out to align to each lesson segment's learning goals. Prompts related to these results should be answered fully, including examples as necessary.

Student responses need to reflect the qualities of product, process, or performance completed as described by the assessment rubric for students. Scores alone will not be adequate. If performance is the method for students to demonstrate the learning goal, then video clips of three student performances should be uploaded and submitted.

Candidates need to demonstrate what feedback aligned with the learning goal(s) was provided to the students; a score, grade, or checkmark alone on the student work product is not adequate feedback. Candidates, in consultation with the student, can describe next steps for revision or additional learning. Student assessment feedback must be based on the rubric and detailed enough so that the student understands what and how they can continue to learn. Celebrating student learning is key.

Written Narrative: Analysis of Formal Assessment Results and Reflection

Candidates report on the content-specific progress of the whole class on the formal assessment. They analyze the formal assessment results in relation to the content-specific learning goal(s) and identify and describe emerging patterns of student errors, skills, and understandings, referring to evidence from the assessment responses. Candidates are asked to describe next instructional steps to meet the content learning and language development needs of the student(s) whose achievement did not yet meet the learning goal(s) on the formal assessment. In addition, candidates will describe the feedback aligned with the learning goal(s) they will provide to the whole class and the 3 students.

Step 4: Apply

Re-teaching or providing an extension activity for either the entire class or a group of students who did not achieve the learning goal(s) is an important choice to be made in Cycle 2. Re-teaching must be offered in a different way than was originally offered during the learning segment; just saying something again, louder and slower, will not lead to deep understanding. Guidance on how to use a range of instructional methods and student activities to reach all students and provide equal access to the content-specific knowledge, following sound Universal Design for Learning principals, is key. An extension lesson, because all students have met the learning goals, should also be offered in a new way, encouraging students to advance their learning of content and academic language.

Measurement Focus for Step 4

One essential question and analytic rubric is used by an assessor to score the evidence of Step 4:

- Rubric 2.9: How does the candidate use the analysis of results from the informal assessment(s), student self-assessment(s), and formal assessment(s) to plan and teach a follow-up learning activity and provide a rationale for the activity choice, referring to evidence from student responses and assessment results?

Evidence includes one written narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description, and an annotated video clip of follow-up instruction. The video clip may be no more than five minutes long.

Suggestions for Faculty to Share with Candidates

An extension activity moves the students either toward the next natural step in the curriculum plan or toward an activity related to the lesson segment that broadens or deepens students' content-specific knowledge or develops academic language. Candidates will need direction on what are appropriate extension activities and how to articulate the connection between the original learning segment and the extension lesson. Just because it is the next step in the curriculum plan is not an adequate response. Why is it an appropriate instructional next step?

Candidates may have a tendency to "default" toward moving on to the next lesson, given the pressure to stay on track with a curriculum plan. However, they should be encouraged to justify their choice of re-teaching or extension based on the assessment data. Building in time during instruction for students to self-assess and revise their work is a very important concept, but sometimes it presents a time challenge. Just moving on is often not the appropriate next instructional step.

If the activity is re-teaching a concept to students who did not meet the previous lesson goals, then the candidate should demonstrate that a different approach was used than for the initial lesson from the learning segment. These differences in approach should be pointed out in the video annotation.

If the candidate offers an extension activity, the annotation should indicate how the activity extended the learning. Simply assuming that it does extend the learning because it is the next step in the curriculum guide is not adequate. Candidates need to be purposeful in their assessment-driven instructional decisions.

Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description

Candidates use the information gathered from the three types of assessment—informal, student self-assessment, and formal assessment—to plan and teach a follow-up learning activity. This is a new activity in addition to those described in the lesson series in Step 1 on the Learning Segment Template. Candidates are asked to refer to specific examples from their assessment data to justify their conclusions about their next learning activity. They either re-teach the whole class or a group from the class because students did not demonstrate that they have met the learning goals OR provide an extension activity because all students have met the learning goals taught and assessed during the three to five lessons.

Concurrent Multiple Subject and/or Single Subject Bilingual Credential Candidate Submissions

Overview

All MS and SS candidates who are concurrently earning a Bilingual Authorization may complete components of the CalTPA in the language of instruction. A calibrated assessor fluent in the language of instruction will score the submission. If a calibrated bilingual assessor is not available, two assessors will work together to score the submission (a speaker fluent in the language of instruction and a calibrated MS or SS assessor). The candidate is not required to provide any translations or transcriptions. Written narratives, which include analysis of work and reflections, must be submitted primarily in English* by MS and SS candidates.

For additional information, please refer to Bilingual Candidates and the CalTPA (https://www.ctc.ca.gov/educator-prep/tpa-california/bilingual-candidates-and-the-caltpa#:~:text=All%20Multiple%20Subject%20(MS)%20and,instruction%20will%20score%20the%20%20submission).

*Primarily in English means that the response is written in English, except when the language of instruction is needed for clarity in the response (e.g., the teacher candidate quotes a student in the language of instruction, refers to the lesson and uses a word from the language of instruction to illustrate the point, or refers to evidence that is in the language of instruction).

Path to Induction

Preparation and induction programs work toward the same goal: to prepare and develop highly effective teachers as quickly as possible. Philosophy and standards at the state level for both preparation programs and induction align closely. Rather than leaving beginning teachers frustrated with duplicative processes, preparation programs and induction programs form a pathway of continuous growth toward teacher excellence. Consider these implications for your continued implementation of the CalTPA and preparation program:

Preparation programs, Teacher Performance Expectations (TPEs), and the California Standards for the Teaching Profession (CSTP) are closely aligned. As your preparation program focuses on assisting candidates to achieve the TPEs, you can reassure them that the move into induction, employment, and the CSTP will be smooth.

CalTPA results help pinpoint areas of future growth for your candidates. The CalTPA analytic rubrics provide the candidate and preparation program with more detail about a candidate's strengths and areas of growth. These are additional data that advisors and candidates can use while completing an induction transition plan.

Induction programs and districts value the Individual Development Plan (IDP). When thoughtfully created, the IDP becomes the basis upon which the newly credentialed teacher continues their professional growth and development through induction and other district-based support.

The work that you do at the preparation program level—including the CalTPA—pays off for districts, reassuring them that beginning teachers are ready to handle the challenges of 21st-century teaching.

Getting Started: What Program Coordinators Need to Know

I. Staying Connected

CalTPA Program Updates

CalTPA Program Updates provide preparation programs with important and timely information about the CalTPA (e.g., changes to the assessment materials, systems, and policies; important deadlines; upcoming events). These updates are sent periodically via email to CalTPA Coordinators, Primary Score Report Contacts, and additional contacts as designated by preparation programs. Be sure your preparation program contact information is current so that you do not miss any critical updates.

Individuals who are registered and have an ADS account and are assigned as the Unit Head, Security Delegate, or Program Delegate may add and update their program's teaching and/or administrative performance assessment models and related program coordinator contacts for their institution. Additional information on [How to Add and Update the Performance Assessment Model (PA) and Program Contacts](#) is available on the CTC's website.

Professional Services Division News

Professional Services Division (PSD) News is an electronic newsletter distributed by the CTC's PSD on a weekly basis that provides important updates on preparation program standards, accreditation, performance assessments, and exams. [Subscribe to *PSD News*](#).

CalTPA Office Hours

CalTPA Office Hours provide preparation programs with access to live online support. CTC and Pearson staff are available on a bi-weekly basis to answer questions. Any preparation program faculty or staff is welcome to attend. See *PSD News* for office hour schedules and login access information.

CalTPA Digging Deeper Webinars

CalTPA Digging Deeper webinars are live, interactive online sessions that focus on evidence-based best practices in performance assessment. Join in on these quarterly sessions to hear and share thoughts and ideas around specific performance-related topics. (See *PSD News* for schedule and Zoom links.)

CalTPA Coordinator Workshops

CalTPA Coordinator Workshops are held semi-annually to provide CalTPA Coordinators with updates regarding the CalTPA and credentialing processes, procedures, and requirements. Dates and locations are announced via *CalTPA Program Updates* and *PSD News*.

New Coordinator Orientation

Program Coordinators who are new to their performance assessment role are invited to attend this all-day orientation on the CalTPA structures and processes. Held each fall, they will meet key personnel, learn how to navigate the Evaluation Systems and CTC websites, as well as learn key dates and support offerings.

Deep Dives

Deep Dives are held to provide an in-depth look at the requirements for the CalTPA. In a Deep Dive, you will examine the Program and Assessment Guides, with a focus on the instructors' and candidates' knowledge base.

Meredith Fellows Implementation Conference

The Meredith Fellows Implementation Conference is held annually to provide preparation program faculty and staff with a forum to discuss implementation findings and explore evidence-based practices to support candidates, cooperating teachers, and supervisors as they engage in the CalTPA. Compendiums from the 2023 conference are available online. Dates and locations are announced via *CalTPA Program Updates* and *PSD News*.

California Commission on Teacher Credentialing's YouTube Channel

CalTPA support webinars that have been recorded are posted on the [California Commission on Teacher Credentialing's YouTube Channel](#).

II. Accessing Information and Resources

Commission on Teacher Credentialing Website

The [Commission on Teacher Credentialing website](#) (https://www.ctc.ca.gov/) is the primary source for all preparation program sponsor information, including credentialing, preparation program standards, and accreditation.

California Educator Credentialing Assessments Website

The [California Educator Credentialing Assessments website](#) is the primary source for all California educator credentialing examinations and performance assessment information, including the CalTPA.

Candidates will visit this website to:

- [Create or sign in](#) to their CTC Assessment account
  Note: Candidates will establish a single account for all of their CTC performance assessments and examinations.

- [Register](#) for each of the CalTPA Instructional Cycles separately

- Upload, manage, and submit their CalTPA Cycles via the Pearson ePortfolio submission system

- Access their CalTPA results

- Seek assistance from CalTPA Customer Support for any questions related to CalTPA registration, submission, and score reporting
  Note: Candidates must initiate their own customer support requests. CalTPA Customer Support cannot share candidate information or score results with preparation programs.

Assessment Materials

A CalTPA Overview is available to the general public on the CalTPA Assessment Materials web page.

Candidates will have direct access to all the respective assessment materials for each CalTPA Instructional Cycle (i.e., guide, rubrics, templates) through the Pearson ePortfolio submission system once they have registered for a cycle.

Preparation programs may access all CalTPA assessment materials via the CalTPA Faculty Policies and Resources web page. The materials are available for download via password-protected zip files under the Assessment Materials section. Only CalTPA Coordinators are provided with the password. Contact es-caltpa@pearson.com to request the password if you did not receive it or forgot it. Downloaded materials may be shared with faculty, staff, cooperating teachers and supervisors, and candidates via print or secured program platform.

Guides and Tutorials

There are a number of resources available to assist candidates in preparing their submissions, including tips for recording and preparing videos and step-by-step guides and tutorials for navigating the Pearson ePortfolio submission system. These resources can be found on the CalTPA Preparation Materials web page.

Mid-Range Sample Submissions

Sample CalTPA mid-range submission materials are available for download via the California Educator Credentialing Assessments website. CalTPA Coordinators may contact es-caltpa@pearson.com to request the website login credentials. Downloaded materials may be shared with faculty, candidates, cooperating teachers, and supervisors as examples of successful CalTPA submissions via print or secured program platform. Visit the CalTPA Secure Materials section found on the CalTPA Faculty Policies and Resources web page to see the terms and conditions for use and to access the sample submissions.

Candidate Score Data

Preparation programs have access to individual candidate registration/submission status and score reports via the Pearson edReports data portal. In addition, they have access to *ResultsAnalyzer®*, a tool for filtering and analyzing both individual and aggregated program-level and statewide candidate data. Preparation programs should designate a Primary Score Report Contact who will receive an invitation to set up an account. That individual will then be able to create accounts and manage permission levels for additional faculty and staff. Contact es-caltpa@pearson.com to designate or change your Primary Score Report Contact. (For information on score report formats and schedules, see **Score Reporting** below.)

Synchronous Online Setting Guidance

Candidates may complete the CalTPA in synchronous online settings provided they continue to meet all the requirements specified in the performance assessment guides. This includes the ability to obtain sufficient video evidence to support their submissions. Appropriate permissions must be gathered for online learning. Preparation programs must work with candidates to determine the suitability of the online settings and continue to provide adequate support and supervision. For more information, please see Guidelines for Completing the CalTPA in an Online or Hybrid Setting.

Other Useful Resources

Links to CalTPA Program Updates and Digging Deeper webinar recordings, presentation slides and handouts, and other community-developed and curated tools and resources can also be found on the CalTPA Faculty Policies and Resources web page.

III. Understanding the Rules and Requirements

Rules and Policies

Candidates must follow the *Rules of Participation* and all other rules, requirements, procedures, and policies as outlined on the CalTPA Policies web page and throughout the California Educator Credentialing Assessments website. Failure to adhere to these rules and policies could have severe consequences for candidates that could affect their careers as educators. Preparation program faculty and staff are encouraged to become familiar with these rules and policies in order to help their candidates avoid noncompliance.

Originality Policy

Before submitting the CalTPA, teacher candidates must agree to the CalTPA Candidate Attestations, including:

- I am the person who has completed and will submit the assessment materials.

- The video clip(s) included show me teaching the students/class during the learning segment profiled in this submission.

- I am sole author of the submission, including written and video narratives, completed templates, video clips of classroom instruction, and/or other evidence.

See the complete attestations.

All candidate written submissions are automatically scanned by software that examines the materials for originality.

Submission Requirements

Candidate responses must meet all specified *CalTPA Submission Requirements* as outlined on the CalTPA Assessment Policies web page. Failure to meet one or more submission requirements could result in a submission being deemed unscorable, in which case the candidate will receive a score report marked incomplete with one or more condition codes indicating the requirement(s) that were not met. If this occurs, the candidate will need to retake the cycle. (For information on retaking a cycle, see **Retakes** below.)

Video Guidelines

Candidates must follow all video guidelines, including securing permissions for all individuals who appear in the video recordings and protecting their privacy by not posting videos on public websites. Complete *Candidate Guidelines for Confidentiality of Video Recordings* can be found on the CalTPA Assessment Policies web page.

Preparation program faculty and staff must also take similar precautions with candidate video recordings. Complete *Faculty Guidelines for Confidentiality of Video Recordings* can be found on the CalTPA Faculty Policies and Resources web page.

CalTPA Materials

The CTC owns all materials, including candidate submissions and data collected in relation to the CalTPA. If a candidate wants to retain a copy of submitted materials and share with support providers based on appropriate permissions, the files should be saved outside of the CalTPA site prior to submission. Once CalTPA materials are uploaded and submitted for scoring, they cannot be returned to candidates or preparation programs.

CalTPA materials and assessment results are stored on secured systems using industry-standard encryption protocols, and access is limited to authorized users. The standard retention period for CalTPA submission materials is four years. Candidate performance results are retained indefinitely. For more information on CalTPA material retention, security, and authorized access, see *CalTPA Confidentiality and Security of Candidate Materials and Assessment Data* on the CalTPA Assessment Policies web page.

IV. Registration and Scoring Information

Assessment Fees

Candidates must pay the CalTPA assessment fees at the time of registration using a credit card or pre-paid voucher (see **Purchasing Vouchers** below). Registrations are valid for one year. Refunds are available within the one-year validity period provided the cycle has not been submitted for scoring. For current assessment fees and more information on expiration, withdrawal, and refunds, see the CalTPA Fees, Payment Information, and Refund Policy web page.

Requesting Alternative Arrangements and/or Accommodations

CalTPA candidates may submit a request for alternative arrangements and/or accommodations due to the following:

- a diagnosed disability

- placement in a setting that prohibits video recording

For information on the required documentation and how to make a request, please visit the CalTPA website.

Passing Standard

Candidates must meet a minimum passing standard on each of the CalTPA Instructional Cycles, Math and Literacy, to successfully meet the CalTPA requirement. The current passing standard is listed on the CalTPA home page. Preparation program staff must support candidates who do not meet the passing standard on one or more of the CalTPA cycles to prepare them to revise and/or redo the cycle(s) prior to resubmitting to be scored.

Secondary Passing Standard

The California Commission on Teacher Credentialing has approved a secondary passing standard at its December 2023 meeting for the following performance assessments: CalTPA, EdSp CalTPA, and edTPA. See PSA-24-02 for more information about the secondary passing standard.

Assessor Qualifications

CalTPA assessors are California education professionals with expertise in the content area assigned to score. Assessors must complete the requisite training, meet the established calibration standards, and meet both of the following requirements in order to score candidate submissions:

Requirement #1

Be a current (or retired within 3 years) California education professional in one (1) or more of the following capacities:

- University/program educator providing instruction to TK–12 teacher candidates within a CTC-accredited teacher preparation program
- Field supervisor
- Cooperating teacher
- TK–12 teacher
- TK–12 administrator (e.g., principal, assistant principal)
- National Board Certified Teacher (NBCT)

Requirement #2

Have expertise in the content area assigned to score in one (1) or more of the following ways:

- Hold a current California Clear Multiple or Single Subject Teaching Credential, or added authorization, in the content area
- Have university teaching experience in the content area
- Hold a degree in the content area

For more information about assessor qualifications and/or to apply to be an assessor, please see the CalTPA Scoring web page (http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_Scoring_CalTPA.html).

Scoring and Quality Management

CalTPA submissions are scored, as needed, by up to three assessors. Scorers are thoroughly trained and specialize in one of the cycles and its rubrics. In order to score candidate submissions, assessors must complete the requisite training, which includes detailed discussions on the scoring system, how to score rubrics, and bias prevention. Scorers must meet a calibration standard prior to scoring any candidate submissions. Scoring quality is monitored on an ongoing basis, including use of the following metrics to monitor ongoing assessor calibration:

Inter-rater reliability — agreement rates between assessors on double-scored submissions

Validity submissions — pre-scored submissions sent out to the assessor pool. Assessors are not aware that they are scoring a validity submission (i.e., blind scoring). Performance on validity submissions is monitored on an ongoing basis and assessors who do not meet the established agreement rates are flagged for additional review.

Backreading — supervisors and lead assessors monitor and read-behind assessors as submissions are scored. Supervisors and lead assessors intervene and remediate assessors on any areas needing recalibration.

Score Reporting

CalTPA scores are reported three weeks after each submission deadline. The current *CalTPA Submission and Reporting Dates* schedule is listed on the [CalTPA home page](#).

Candidates receive an individual *Assessment Results Report* for each CalTPA instructional cycle submission. The report will include a *Rubric Performance Summary* showing both individual rubric scores with corresponding performance descriptions and the overall cycle score. It will also include a *Cycle Performance Summary* showing the status and reporting date for all submitted and scored cycles and the candidate's overall status toward meeting the CalTPA requirement.

Preparation programs receive Institutional Data Reports showing individual candidate results and progress toward overall assessment requirements for all candidates who submitted one or more cycles for the reporting date. These reports are delivered through the Pearson [edReports](#) data portal. (For information on edReports, see **Candidate Score Data** above.)

Administrative Review

During official scoring, candidate submissions are screened for originality. Submissions are identified for administrative review if screening indicates a match of identical or similar language with other sources. In the event that the administrative review process is not complete by the scheduled reporting date, the results associated with a submission under investigation will be held until the review is complete. To protect the privacy of the candidate and the integrity of the results reporting process, detailed information about the basis for the

administrative review is not available to candidates or programs during this time. For more information on *Administrative Review*, see the [CalTPA Score Reporting Policies web page](#).

Voided Results

A candidate's CalTPA results may be voided if it is determined that the candidate violated any of the *Rules of Participation* or if there is adequate reason to question the validity or legitimacy of their registration or assessment results. For more information, see *Canceling or Voiding of Assessment Results* on the [CalTPA Score Reporting Policies web page](#).

Retakes

Candidates may need to retake a cycle for a variety of reasons (e.g., the performance standard was not met, a condition code was received, previous results were voided). When a cycle is retaken, the candidate must re-register, pay all applicable fees, and complete and upload a new submission for scoring. The new submission is scored in its entirety without reference to the previously submitted assessment materials. In most cases, retakes must include new evidence that has not previously been submitted for scoring. However, revised or edited versions of previously submitted materials may be part of the retake submission. For more information on retakes and conditions for resubmitting materials, see the *CalTPA Retake Policy* on the [CalTPA Registration Policies web page](#).

Purchasing Vouchers

CalTPA [vouchers](#) (http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_PurchasingVouchers.html) are available for purchase by programs in $150 increments, which equals the registration fee for one CalTPA instructional cycle. Candidates will require two vouchers to register for both cycles.

To order vouchers:

Complete the *CalTPA Voucher Request Form*, indicating the number of vouchers you wish to purchase.

Attach a check or purchase order payable to Evaluation Systems for the total cost of purchase.

Submit your completed voucher request form and payment.

- If you are submitting a check, mail your completed voucher request form and check to:
  Attn: CalTPA
  Evaluation Systems, Pearson
  300 Venture Way
  Hadley, MA 01035

- If you are submitting a purchase order, email your completed voucher request form and purchase order to estestvoucher@pearson.com, or you may fax your completed voucher request form and purchase order to 413-256-7058.

About CalTPA vouchers:

Vouchers will be sent via secure encrypted email to the requester within 2 weeks after receipt of a completed voucher request form and payment.

Vouchers are only valid for use as a form of payment when registering for the CalTPA on the [California Educator Credentialing Assessments website](#).

Vouchers will be valid for a period of 12 months from the date they are generated.

Vouchers cannot be applied retroactively to existing registrations. Candidates who are planning to use vouchers should not register prior to receiving their vouchers.

Program coordinators may contact estestvoucher@pearson.com with questions pertaining to vouchers.

Voucher Distribution

Vouchers are distributed to preparation programs in the form of 11-digit alphanumeric codes. Programs are responsible for establishing their own systems for distributing and tracking these codes among their candidates.

Three of the most common issues candidates encounter when using vouchers are:

Invalid voucher code: Typically occurs when a candidate mistypes his/her code or the program distributed an incorrect code

Used voucher: Typically occurs when a candidate tries to use the same code more than once or the program issued the same code to more than one candidate

Expired voucher: Occurs when a code has not been used within the allotted 12-month period (see **Voucher Expiration** below)

Candidates may contact Customer Support at 866-613-3279 for assistance with voucher codes; however, in most cases, these issues may need to be resolved at the program level.

Voucher Expiration

Vouchers that have expired unused will be replaced by Pearson upon request as a one-time courtesy and sent to the institution after the original voucher expiration date. Therefore, no refund or credit is available to the institution for expired vouchers. Vouchers are single use vouchers, valid for one registration up to the maximum voucher amount. Vouchers that are issued to a candidate and are used by a candidate to register and pay for the assessment fee are not refundable to the institution or to the candidate.

Candidate Pre-Submission Preparedness

The CalTPA Coordinator or designee should run a registration report to verify that all candidates have registered for the appropriate CalTPA instructional cycle and content area. This ensures the candidate submits the correct cycle and subject area and minimizes condition codes.

The CalTPA Coordinator or faculty verifies the candidate has completed all of the required elements before the candidate submits their final materials.

CalTPA Glossary

This glossary contains terms used throughout the California Commission on Teacher Credentialing's Performance Assessments.

504 Plan. Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities and protects students from being denied participation in school programs, services, or activities solely on the basis of disability. A 504 Plan is a written document detailing the accommodations that can assist students with learning and attention issues learn and participate in the general education curriculum. Section 504 defines disability on a broader basis than does IDEA. That is why students who are not eligible for an IEP may meet the criteria for a 504 Plan. Students who meet the definition of a person with a disability under Section 504 are those who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment. The 504 Plan should include a description of the disability, the major life activity limited, the basis for determining the disability and its educational impact, and necessary accommodations.

Academic language development. Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—in other words, it is the language used in classroom lessons, books, tests, and assignments, and it is the language that students are expected to learn and achieve fluency in. Frequently contrasted with "conversational" or "social" language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways.

Accommodation. Service or support related to a student's disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the standard or expectation of the assignment or test.

Adaptation. Making either an accommodation or modification to instruction to give students equal access to the content-specific curriculum and to give them the opportunity to process and demonstrate what has been taught.

Age and/or developmentally appropriate higher-order thinking skills (HOTS). A concept popular in American education reform that distinguishes critical-thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include analysis, synthesis, evaluation, interpretation, and transfer. HOTS are based on various taxonomies of learning, such as that propagated by Benjamin Bloom in his *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1956). See also "deep learning."

Annotations. Notes added by way of comment or explanation. In the California Teacher Assessment system, annotations serve to demonstrate the candidate's understanding of what they are doing and explanation of why they are doing what is seen in the video (e.g., instructional strategies and practices).

Assessment. The formal or informal process of collecting evidence about student progress, analyzing and evaluating progress, communicating about progress, and adjusting teaching practices based on reflection on a teacher's practice. There are multiple forms of assessment, including achievement or other standardized tests, exercises or assignments that enable teachers to measure student progress, and student work, and assessments may include feedback from parents/guardians or other family members. For additional information, see the California Department of Education website.

Asset. An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Students are valued for what they bring to the classroom rather than characterized by what they may need to work on or lack. Therefore, what they bring to the classroom is considered an asset. Student assets include diversity in **thinking** (e.g., critical, creative, inductive, deductive, holistic, detail focused), **culture** (e.g., ethnic, racial, gender-identity), **traits** (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and **intelligences** (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), **as well as unique experiences or skills** (e.g., travel, outside projects, relevant talents/skills, student club affiliations).

Assistive technology. Any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

Augmentative and alternative communication (AAC).[2] One of a family of alternative methods of communication, which includes communication boards, communication books, and computerized voices; used by individuals unable to communicate readily through speech.

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[2] https://iris.peabody.vanderbilt.edu/resources/glossary/

Black, Indigenous, and people of color (BIPOC). BIPOC—or Black, Indigenous, and people of color—is used to refer to members of nonwhite communities.

California Content Standards and/or Curriculum Frameworks.[3] These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum Frameworks, the California Preschool Learning Foundations. **For EdSp only, this term is intended to include the Core Content Connectors and the Expanded Core Curriculum for Students with Visual Impairments:** If the students access an alternate curriculum that makes them eligible for the California Alternate Assessments (CAA), you may use the Core Content Connectors instead of the CA Common Core State Standards. Core Content Connectors "are content bridges between the state content standards and learning progression pathways through the K–12 grade-level curriculum. The language of the content standard is in almost all cases retained to maintain a close grade-level connection."[4]

California English Language Development Standards (CA ELD Standards). The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.[5]

California Preschool Curriculum Frameworks.[6] These frameworks enrich learning and development opportunities for all of California's preschool children. They include ideas for how to intentionally integrate learning into children's play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that

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[3] 2014 English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/
California Content Standards: https://www.cde.ca.gov/be/st/ss/
California English Language Development Standards (CA ELD Standards): https://www.cde.ca.gov/sp/el/er/eldstandards.asp
California Preschool Curriculum Frameworks: https://www.cde.ca.gov/sp/cd/re/psframework.asp
California Preschool Learning Foundations: https://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Expanded Core Curriculum for Students with Visual Impairments: Hatlen, P. (1996). "Expanded Core Curriculum for Students with Visual Impairments." In *Guidelines for programs serving students with visual impairments* from https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf
Core Content Connectors: Reading
(https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fta%2Ftg%2Fca%2Fdocuments%2Fncscreading.doc&wdOrigin=BROWSELINK)
Core Content Connectors: Writing
(https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fta%2Ftg%2Fca%2Fdocuments%2Fncscwriting.doc&wdOrigin=BROWSELINK)
Core Content Connectors: Mathematics
(https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fta%2Ftg%2Fca%2Fdocuments%2Fncscmath.doc&wdOrigin=BROWSELINK)

[4] NCSC's Content Model for Grade-Aligned Instruction and Assessment: "The Same Curriculum for All Students" (NCSC Brief #7)
(http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief7.pdf)

[5] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

[6] https://www.cde.ca.gov/sp/cd/re/psframework.asp

engage children in learning; and individualize curriculum based on children's knowledge, skills, needs, and interests.

California Preschool Learning Foundations.[7] These foundations outline the key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program.

California Standards for the Teaching Profession (CSTP). These delineate and define six interrelated domains of teaching practice: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining Effective Environments for Student Learning; (3) Understanding and Organizing Subject Matter for Student Learning; (4) Planning Instruction and Designing Learning Experiences for All Students; (5) Assessing Students for Learning; and (6) Developing as a Professional Educator.

California Teaching Performance Expectations (TPEs).[8] TPEs are the expectations for knowledge, skills, and abilities that a new teacher should be able to demonstrate upon completion of a California-accredited teacher preparation program. The TPEs have six domains including Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. These are identical to the six domains of the California Standards for the Teaching Profession (CSTPs) used to guide induction programs, leading to a clear teaching credential.

Class. A group of students who meet regularly while attending school. A class is typically made up of students at the same chronological level; levels can range from preschool to grade 12, or age 22.

Classroom context. Classroom context can be defined as characteristics or features of classrooms that do not include the teachers or their teaching. This includes the composition of the student body, classroom structures, resources, as well as school and district policies that teachers must follow.

Collaborative. Relating to engagement in dialogue with others.[9]

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[7] https://www.cde.ca.gov/sp/cd/re/psfoundations.asp

[8] https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0

[9] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Content-specific instructional strategies. Instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPEs) and the State Board of Education framework and/or equivalent.

Content-specific learning goal(s). Specific statements of intended student attainment of essential content concepts and skills. The content-specific learning goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

Content-specific pedagogy. Content-specific pedagogy is the specific methods or practices that are used to teach a certain subject. Its focus is on the best-practices for that subject, which are most likely derived through research of the methods or practices.

Co-teaching. When two teachers (teacher candidate/cooperating teacher, education specialist, and/or general education teacher) work together with groups of students or individual students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space.

Deep learning. Knowledge that is beyond attending to or recalling factual pieces of information and, instead, is characterized by the ability to put those pieces together to evaluate, solve complex problems, and generate new ideas. See also "age and/or developmentally appropriate higher-order thinking skills."[10]

Deficit thinking. Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.[11] According to Valencia (1997), "the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions."[12]

Demonstrations. Refer to a wide variety of potential educational projects, presentations, or products through which students "demonstrate" what they have learned, usually as a way of determining whether and to what degree they have achieved expected learning standards or learning objectives for a course or learning experience. A demonstration of learning is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

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[10] Darling-Hammond, L., Oakes, J., Wojcikiewicz, S., Hyler, M. E., Guha, R., Podolsky, A., Kini, T., Cook-Harvey, C., Mercer, C., & Harrell, A. (2019). *Preparing teachers for deeper learning*. Cambridge, MA: Harvard Education Press.

[11] Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

[12] Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

Designated English language development. A protected time during the school day when teachers use the California English Language Development Standards (CA ELD Standards) as the focal standards in ways that build into and from content instruction.[13]

Developmental level. Refers to the stages or milestones in children's/adolescents' cognitive, psychological, and physical development. While children/adolescents may be expected to progress through the same specified stages and in the same order, they proceed at different rates through these stages. Thus, children/adolescents of the same chronological age may be observed to be at different "levels."

Differentiate. Differentiated instruction and assessment (also known as differentiated learning or, in education, simply, differentiation) is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Disability. A child with a disability means a child evaluated in accordance with federal statute as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.[14]

Discrimination. Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socio-economic class, physical ability, or sexual orientation.

Dual-language setting. A classroom in which children are learning two (or more) languages at the same time, including those learning a second language while continuing to develop their first (or home) language.

Education Specialist Teaching Performance Expectations. Education Specialist TPEs[15] are the expectations for knowledge, skills, and abilities that a new education specialist candidate should be able to demonstrate upon completion of a California-accredited teacher preparation program. The TPEs have six domains including Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student

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[13] ELA/ELD Framework, 2014

[14] Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) https://sites.ed.gov/idea/regs/b/a/300.8

[15] https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45

Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. These are identical to the six domains of the California Standards for the Teaching Profession (CSTPs) used to guide induction programs, leading to a clear teaching credential.

Educational technology. Any digital/virtual tool used to impact the teaching/learning process within an educational environment.

English language development (ELD) goals. Specific statements of intended student attainment of essential English language skill development. The English language development goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

English language proficiency. The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. For California, these are delineated in the California English Language Development Standards (CA ELD Standards).

English Language Proficiency Assessments for California (ELPAC). California and federal laws require that local educational agencies (LEA) administer a state adopted test for English Language Proficiency (ELP) to K–12 students whose primary language is a language other than English. The ELPAC is the state-adopted model for assessing this information and is aligned with the 2012 California English Language Development Standards. This test consists of two separate ELP assessments: one for the initial identification (date of first entry into California public school) of students as English learners (EL) and a second for the annual summative assessment to measure a student's progress with learning English in four domains: Reading, Writing, Speaking, and Listening. While the families/guardians can opt their EL student out of support classes, they cannot exempt them from the state and federally required testing.

English learner. A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state-approved oral language assessment procedures, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Evidence-based practice. "Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA [Every Student Succeeds Act] has generally been produced through formal studies and research."[16] Examples of evidence-

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[16] https://www.cde.ca.gov/sp/se/sr/taskforce2015-evidence.asp

based practices include but are not limited to UDL practices and strategies; providing students with clear lesson goals; questioning to check for understanding; summarizing learning graphically; productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

Expanded Core Curriculum for Students with Visual Impairments (ECC).[17] A specialized curriculum for students who are blind or visually impaired encompassing nine content areas: compensatory skills and functional academics, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, and self-determination.

Family Educational Rights and Privacy Act (FERPA). A federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. See also "HIPAA."

Focus Student 3. A student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention (e.g., does not participate, falls asleep in class, remains silent, acts out, demands attention). Life experiences may include, but are not limited to, challenges where they live, in the community, or in school as a result of discrimination, bullying, illness, loss of family member(s)/guardian(s) or close relation(s), divorce, trauma, homelessness, poverty, or incarceration; or a student who has been negatively impacted due to religion, racism, sexism, classism, ableism, anti-Semitism, or heterosexism, or as a result of needs as a migrant, immigrant, or undocumented student; a self-identified LGBTQIA+ student; or a student in foster care.

Formal assessment. Refers to collecting and analyzing student assessment results to provide information about students' current levels of achievement or performance after a period of learning has occurred. Results of formal assessment are used to plan further instruction and provide detailed feedback to students to direct growth and development based on content-specific learning goal(s) and, if appropriate, ELD goal(s) of the instruction. Formal assessments use a rubric, shared with students prior to the assessment, to gauge and evaluate student achievement or demonstrated performance. A formal assessment requires students to demonstrate the extent to which they have gained specific skills, competencies, and/or content knowledge through a product, process, or performance.

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[17] Hatlen, P. (1996). "Expanded Core Curriculum for Students with Visual Impairments." In *Guidelines for programs serving students with visual impairments* from https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf

Funds of knowledge. Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez "to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133).[18] When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families/guardians of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classrooms in order to inform the planning of culturally responsive and meaningful lessons that incorporate students' culturally based knowledge and skills. Information that teachers learn about their students in this process is considered the students' funds of knowledge.

Generalization. Also known as transfer, generalization includes the ability for a student to perform a skill under different conditions (stimulus generalization), to apply a skill in a different way (response generalization), and to continue to exhibit that skill over time (maintenance). By teaching students to apply learned skills in a wide variety of environments, with various people and varying materials, teachers can help students increase their level of independence and flexibility.

Gifted and Talented Education (GATE). Under this state program, local educational agencies (LEAs) develop unique education opportunities for high-achieving and underachieving students in the California public elementary and secondary schools. Each school district's governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE).

Graphic organizer. A visual communication tool that uses visual symbols to express ideas and concepts to convey meaning. A graphic organizer often depicts the relationships between facts, terms, and/or ideas within a learning task. The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. There are many similar names for graphic organizers, including concept maps and story maps.

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[18] Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice, XXXI*(2), 132–141.

González, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J., & Johnson, J. (2006). The economic impact of the Hispanic population on the state of North Carolina. Frank Hawkins Kenan Institute of Private Enterprise Report. Kenan-Flagler Business School, University of North Carolina at Chapel Hill.

Health Insurance Portability and Accountability Act (HIPAA). A federal law (1996) that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge. In most cases, the HIPAA Privacy Rule does not apply to an elementary or secondary school because the school either: (1) is not a HIPAA-covered entity or (2) is a HIPAA-covered entity but maintains health information only on students in records that are by definition "education records" under FERPA and, therefore, is not subject to the HIPAA Privacy Rule. See also "FERPA."

Heritage language learner. A student studying a language who has proficiency in or a cultural connection to that language.

High-leverage practices. Vanderbilt University (Pittman)[19] defines high-leverage practices (HLPs) as a set of practices that must "focus directly on instructional practices, occur with high frequency in teaching in any setting, be research-based and known to foster student engagement and learning, be broadly applicable and usable in any content area or approach to teaching, and be fundamental to effective teaching when executed skillfully (Source: McLeskey et. al., 2017)." HLPs focus on special education practices related to collaboration, assessment, social/emotional/behavioral practices, and instruction (Council for Exceptional Children and the CEEDAR Center).[20]

Hybrid classroom. A hybrid classroom is where a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, and pace.

Individualized Education Program (IEP). This written document is developed and required for each public-school student who receives special education and related services. The IEP creates an opportunity for teachers, family/guardians, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities.

Informal assessment. Observing and documenting student learning and adjusting instruction to provide in-the-moment feedback to students while teaching. Informal assessments may involve a range of strategies (e.g., purposeful questions to check for understanding during the lesson; observation notes taken by the teacher while students are engaged in instructional activities; student-created representations of learning [written work, visuals, graphics, models, products, performances]; student peer review and critique; student and group reflection on the qualities of their own product, process, or performance; homework; "do nows"; exit slips).

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[19] https://my.vanderbilt.edu/spedteacherresources/high-leverage-practices-in-special-education/

[20] https://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf

In-person classroom. An in-person classroom is where the teacher and students are in the same location together, and instruction occurs through face-to-face interactions between and among the candidate and students.

Instructional support personnel. A certified or trained adult who collaborates, coordinates, and/or communicates with the education specialist to work together toward a common goal of planning, implementing, or evaluating a specific aspect of an educational program for a student or group of students. These individuals can include general education teachers, co-teachers, paraprofessionals, occupational therapists, speech and language therapists, counselors, administrators, and behaviorists.[21] See also "support personnel."

Integrated English language development. All teachers with English learners in their classrooms use the CA English Language Development Standards in tandem with the CA Common Core State Standards (CCSS) for ELA/Literacy and other content standards.[22]

Interpretive. Relating to comprehension and analysis of written and spoken texts.[23]

Language demands. Specific ways that academic language is used by students to participate in learning through reading, writing, listening, and/or speaking to demonstrate their understanding of the content.

Learning goal(s). Specific statements of intended student attainment of essential concepts, skills, and development. The learning goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

LGBTQIA+. Refers to lesbian, gay, bisexual, trans, queer/questioning, intersex, asexual, with the plus signifying a desire to be inclusive.

Lower-order thinking skills. Lower-order thinking skills are reflected by the lower three levels in Bloom's Taxonomy: Remembering, Understanding, and Applying.

Manipulatives. Physical objects that are used as teaching tools to engage students in hands-on learning. They can be used to introduce, practice, or remediate a concept. A manipulative may be as simple as grains of rice, coins, blocks, and other three-dimensional shapes, or as sophisticated as a model of the solar system.

Maps. Types of visual/graphic organizers that are used to help students organize and represent knowledge of a subject. *Concept maps, for example,* begin with a main idea (or *concept*) and then branch out to show how that main idea can be broken down into

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[21] Source: https://iris.peabody.vanderbilt.edu/

[22] ELA/ELD Framework, 2014

[23] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

specific topics. *Story maps* help students learn the elements of a book or story by identifying story characters, plot, setting, problem, and solution.

Migrant. A student who changes schools during the year, often crossing school district and state lines, to follow work in agriculture, fishing, dairies, or the logging industry.

Modification. Services or support related to a student's disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports *do* fundamentally alter the standard or expectation of the assignment or test.

Multiple disabilities. Means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.[24]

Multi-Tiered System of Support (MTSS). California's Multi-Tiered System of Support (CA MTSS) is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment, thus closing the equity gaps for all students. By embracing the Whole Child approach to teaching and learning, grounded in Universal Design for Learning (UDL), and Culturally Responsive Teaching (CRT), and utilizing Implementation Science and Improvement Science for continuous improvement, the California MTSS framework lays the foundation for the statewide system of support.

They have also moved from Tier 1, 2, 3 to a Continuum of Supports: All Students—Universal Support, Some Students—Supplemental Support, and Few Students—Intensified Support.

Non-classroom. An educational context that occurs mostly in community environments and provides students "real life experiences." The goal is to provide a variety of hands-on learning opportunities that will allow students to practice essential skills. It will also determine the need for further instruction. All activities in the community support post-secondary education, employment, life skills, and independent living goals.[25]

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[24] Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (c) (7) https://sites.ed.gov/idea/regs/b/a/300.8

[25] Source: https://iris.peabody.vanderbilt.edu/

Observation. Directly viewing or listening to children, teachers, others, and/or the surroundings or environment. Observation can be used for various purposes and can be documented in various ways.

Pedagogy. Pedagogy describes the theories, methods, and philosophies of teaching. Stated another way, pedagogy describes the use of various instructional strategies.

Performance(s). A demonstration of competence or mastery that typically focuses on the student's ability to apply what they have learned to a realistic task—a problem or situation that might be encountered in real life.

Productive. Relating to the creation of oral presentations and written texts.

Progress monitoring. Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction. Progress monitoring may be used for individual students, small learning groups, and/or for an entire class. Progress monitoring may include informal, student self-, and formal assessment strategies.

Reclassified English learner. Reclassification[26] is the process whereby a student is reclassified from English learner (EL) status to fluent English proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

State and federal laws require Local Education Agencies (LEAs) to monitor students who have exited EL status for a period of four years after they have RFEP status (20 United States Code Section 6841[a][4][5]; Title 5 California Code of Regulations [5 CCR] Section 11304). After students have exited an EL program through the locally approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that

- the students have not been prematurely exited;

- any academic deficit they incurred as a result of learning English has been remedied; and

- the students are meaningfully participating in the standard instructional program comparable to their English-only peers.

Redacted. Edited especially in order to obscure or remove sensitive/personally identifiable information (text) from a document.

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[26]https://www.cde.ca.gov/sp/ml/reclassification.asp

Rubric. A tool for scoring student work or performances, typically in the form of a table or matrix, with qualitative criteria that describe the multiple levels of student performance. The performance being scored by a rubric may be given an overall score (holistic rubric scoring), or criteria may be scored individually (analytic rubric scoring). Rubrics may also be used for communicating expectations for performance.

Scaffolding. Refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support[27] that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

Self-advocacy. The ability to understand and effectively communicate one's needs to others.

Self-determination. A person's ability to control their own destiny. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead children or individuals to set goals for themselves and to take the initiative to reach these goals.

Social-emotional development. Includes the student's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005). It encompasses both intrapersonal and interpersonal processes.

Social identity. The cultural identities of students[28] are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

Student group. A distinct group within a group; a subdivision of a group (i.e., a group whose members usually share some common differential quality).

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[27] https://www.edglossary.org/academic-support/

[28] Savage, S. (2005). The cultural identity of students: what teachers should know. Retrieved from https://www.redorbit.com/news/education/246708/the_cultural_identity_of_students_what_teachers_should_know/

Student self-assessment. Refers to students evaluating their own learning, based on criteria, and objectively reflecting on and critically evaluating their progress and academic development in the content area.

Support personnel. An adult who collaborates, coordinates, and/or communicates with the teacher to work together toward a common goal of implementing specific aspect(s) of an activity(-ies) for a student or group of students. These individuals may or may not be certified and/or trained and could include family/guardians, community members, and/or volunteers. See also "instructional support personnel."

Supportive learning environment. Supportive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

Think-pair-share. A collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention, and engage students in comprehending the reading material.

Timestamp. A timestamp is a sequence of characters or encoded information identifying when a certain event occurred, usually giving date and time of day, sometimes accurate to a small fraction of a second.

Transfer. See "generalization."

Twice-exceptional. Also referred to as "2e," this term is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria. These disabilities may include specific learning disabilities (SpLD), speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other impairments such as attention deficit hyperactivity disorder (ADHD).[29]

Universal Design for Learning (UDL).[30] A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for

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[29] National Association for Gifted Children
https://nagc.org/store/viewproduct.aspx?id=21022626&hhSearchTerms=%22twice+and+exceptional+and+students%22

[30] https://udlguidelines.cast.org

demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Well-being. The state of being comfortable, healthy, or happy.