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## Evidence Table Crosswalks: Extensive Support Needs Version 3 to New Version 1

This document maps the evidence tables of EdSp CalTPA Extensive Support Needs (ESN) Version 3 (2024–2025) to new Version 1 (2025–2026). The tables in this document map the following:

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## What Candidates Need to Do

### Cycle 1 Version 3 to Math Cycle Version 1

#### Step 1: Plan

ESN Cycle 1 — Version 3 (2024/2025) What Candidates Need to Do	ESN Math Cycle — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>For students from your assigned caseload, gather contextual information, including students' assets and learning needs from their IEP goals.</li><li>Use current, grade-level California Content Standards, Curriculum Frameworks, and/or Core Content Connectors; California English Language Development Standards (CA ELD Standards); content-specific pedagogy; and knowledge of your students to develop one lesson plan focused on literacy or mathematics (you may integrate other subjects as well as functional and/or life skills into the lesson).</li><li>Explain how the lesson plan addresses the learning needs of your students and is informed by relevant student assets, as well as how you planned for UDL strategies to create a supportive learning environment. If applicable, you must describe how you facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.</li><li><b>Provide at least one ELD goal for the English learners in your class—including those who are Fluent English Proficient (reclassified English learners), Heritage language speakers, or multilingual learners—and Focus Student 1 (FS1).</b></li><li>Provide a description of instructional support personnel (e.g., general education teachers, co-teachers, paraprofessionals, occupational therapists, speech and language therapists, counselors, administrators, behaviorists) and how you will facilitate their roles to assist students to meaningfully participate in content-specific learning.</li></ul>	<ul style="list-style-type: none"><li>With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your students.<ul style="list-style-type: none"><li>Select 3 focus students (FS1, FS2, FS3).</li></ul></li><li>Develop one asset-based, UDL-focused math lesson that includes two goals:<ul style="list-style-type: none"><li>One math content and practice learning goal and</li><li>One math academic language development (ALD) learning goal</li></ul></li><li>Provide an explanation of the specific adaptations for the 3 focus students and a rationale.</li><li>Provide key instructional resources and/or materials related to the math lesson plan.</li></ul>



ESN Cycle 1 — Version 3 (2024/2025) What Candidates Need to Do	ESN Math Cycle — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>• Provide key instructional resources and materials related to the lesson (e.g., PowerPoint slides; assignments and/or directions; one-paragraph description of text students will read; computer program or app; materials needed to support, clarify, and/or illustrate the lesson plan or specific student activity[ies]).</li><li>• As appropriate, you should demonstrate the ability to support the movement, mobility, sensory, and/or specialized healthcare needs required for students to participate fully in classrooms and/or non-classroom contexts.</li></ul>	

*Step 2: Teach and Assess*

ESN Cycle 1 — Version 3 (2024/2025) What Candidates Need to Do	ESN Math Cycle — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>• Teach the planned literacy or mathematics lesson to your student(s) within the classroom and/or non-classroom context.</li><li>• Video record the entire lesson. Select and annotate 3 video clips that show (1) how you create a positive and safe learning environment and establish expectations for content-specific learning, (2) how you engage student(s) in activities and use instructional strategies, and (3) how you monitor student's(s') learning of content.</li><li>• Annotation titles include:<ul style="list-style-type: none"><li>○ Creating a Positive and Safe Learning Environment</li><li>○ Establishing Expectations for Content-Specific Learning</li><li>○ Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher-Order Thinking</li><li>○ Monitoring Students' Learning of Content</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Teach and video record the entire math lesson.<ul style="list-style-type: none"><li>○ You may choose to teach the math lesson to FS1, FS2, <b>and</b> FS3 <b>OR</b> to teach the math lesson to one of the focus students that you select (FS1, FS2, <b>or</b> FS3).</li></ul></li><li>• Select 1 to 3 video clips.</li><li>• Provide commentary (what you are doing and why) for each video clip.</li></ul>



*Step 3: Reflect*

ESN Cycle 1 — Version 3 (2024/2025) What Candidates Need to Do	ESN Math Cycle — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>• Drawing on information from Step 1 and/or Step 2, reflect on the effectiveness of your asset-based lesson planning as well as facilitation and/or collaboration with instructional support personnel. Explain how your lesson planning did or did not support students in reaching grade-level content-specific and ELD learning goals. Indicate what you needed to do to support your 3 focus students from your assigned caseload during the lesson.</li></ul>	<ul style="list-style-type: none"><li>• Reflect on the effectiveness of the math lesson. What did the focus student(s) learn? What did you learn about planning and teaching a math lesson?</li></ul>

*Step 4: Apply*

ESN Cycle 1 — Version 3 (2024/2025) What Candidates Need to Do	ESN Math Cycle — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>• Provide responses to prompts regarding what you learned through completing this instructional cycle and how it will advance your teaching practice. Describe next instructional steps for your students and how you can facilitate and/or collaborate with instructional support personnel differently in the future to support students with disabilities. Refer to evidence from Steps 1, 2, and/or 3 to demonstrate your rationale for next instructional steps for your students.</li></ul>	<ul style="list-style-type: none"><li>• Based on what you learned by completing Steps 1, 2, and 3, describe what you will do in future lessons to advance math learning and math ALD for the focus student(s).</li></ul>



## Cycle 2 Version 3 to Literacy Cycle Version 1

### Step 1: Plan

ESN Cycle 2 — Version 3 (2024/2025) What Candidates Need to Do	ESN Literacy Cycle — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>• Provide contextual information about the whole class/small learning group or the individual student you are teaching within a classroom/non-classroom context.</li><li>• Develop a plan for a series of three to five lessons (in either literacy or mathematics), and complete the Learning Segment Template that includes:<ol style="list-style-type: none"><li>1. grade-level California Content Standards, Curriculum Frameworks, and/or Core Content Standards</li><li>2. California English Language Development Standards (CA ELD Standards), if appropriate</li><li>3. grade-level content-specific learning goal(s) and ELD goal(s), if appropriate</li><li>4. evidence and description of assessments of learning (classroom-based informal assessment, student self-assessment, and formal assessment)</li><li>5. how each lesson links to where the student(s) are currently and/or builds on prior learning and previous lessons</li><li>6. lesson activities, including how you and your student(s) will use educational technology and, if applicable, augmentative and alternative communication (AAC) and/or assistive technology, and how you will ensure equitable access to content</li><li>7. instructional strategies</li><li>8. grouping strategies, if appropriate</li><li>9. English language development (ELD) and academic language development (ALD) and/or communication development</li><li>10. instructional adaptations (accommodations and/or modifications) addressed by the IEP(s) for the student(s)</li><li>11. facilitation of instructional support personnel</li><li>12. resources and materials to support learning</li></ol></li></ul>	<ul style="list-style-type: none"><li>• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available literacy assessments, IEP information, and other contextual information about your student(s).<ul style="list-style-type: none"><li>○ Select one focus student (FS).</li></ul></li><li>• Describe three to five literacy lessons, including corresponding assessments, that include the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework. Each lesson must include:<ul style="list-style-type: none"><li>○ one ELA/Literacy learning goal <b>and</b></li><li>○ one ELD learning goal.</li></ul></li></ul>



<b>ESN Cycle 2 — Version 3 (2024/2025) What Candidates Need to Do</b>	<b>ESN Literacy Cycle — Version 1 (2025/2026) What Candidates Need to Do</b>
<ul style="list-style-type: none"><li>• Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate.</li><li>• Provide a description or blank copy of the informal assessment, student self-assessment and rubric, and formal assessment and rubric, including a definition of proficient student performance.</li></ul>	

*Step 2: Teach and Assess*

<b>ESN Cycle 2 — Version 3 (2024/2025) What Candidates Need to Do</b>	<b>ESN Literacy Cycle — Version 1 (2025/2026) What Candidates Need to Do</b>
<ul style="list-style-type: none"><li>• Conduct the instruction and assessment activities in your learning segment (three to five lessons).</li><li>• Video record your learning segment lessons in their entirety. Select 4 clips (each up to 5 minutes of unedited video) that include (1) instruction and assessment of academic language development and/or communication development, (2) student use of assistive technology and/or educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content.</li><li>• Annotate the 4 video clips. Annotations include a title and brief rationale (the “why”) for instruction and assessment practices recorded. Annotation titles include:<ul style="list-style-type: none"><li>○ Assessing Student Learning and Development of Academic Language and/or Communication Development</li><li>○ Student(s) Using Educational Technology</li><li>○ Providing Content-Specific Feedback to the Student(s)</li><li>○ Assessing Student Learning and Use of Age and/or Developmentally Appropriate Higher-Order Thinking Skills</li><li>○ Facilitating Instructional Support Personnel to Engage Student(s) in Learning</li></ul></li><li>• Provide an analysis of the informal and student self-assessments.</li></ul>	<ul style="list-style-type: none"><li>• Teach and video record all lessons and assessments.</li><li>• Select 1 to 4 video clip(s).</li><li>• Provide commentary (what you are doing and why) for each video clip.</li></ul>



*Step 3: Reflect*

ESN Cycle 2 — Version 3 (2024/2025) What Candidates Need to Do	ESN Literacy Cycle — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>Score the formal assessment responses for the whole class/small learning group or an individual student from Step 2, using a rubric.<ul style="list-style-type: none"><li><b>For the whole class/small learning group from Step 2:</b> Select 3 examples of student responses (products, processes, or recorded performances)—with your detailed, content-specific, rubric-based feedback from the formal assessment—that demonstrate a range of achievement: a student response that (a) exceeded the learning goal(s), (b) met the learning goal(s), and (c) did not yet meet the learning goal(s).</li></ul></li><li><b>OR</b></li><li><b>For an individual student from Step 2:</b> Submit the student’s formal assessment response (product, process, or recorded performance) with your detailed, content-specific, rubric-based feedback from the formal assessment, indicating whether the student exceeded the learning goal(s), met the learning goal(s), or has not yet met the learning goal(s).</li><li>Analyze student results from the informal assessment, student self-assessment, and formal assessment used throughout the learning segment. <b>Note:</b> Candidate must conduct analysis of assessment data; however, instructional support personnel can assist in data collection.</li><li>Address how you will assist the families and/or guardians of the student(s) to support them in understanding the assessment results and the role they will play in supporting student learning beyond the classroom.</li></ul>	<ul style="list-style-type: none"><li>After engaging the student(s) in the summative assessment, determine student progress toward meeting the ELA/Literacy and ELD learning goals.</li><li>Analyze student results and provide the student(s) with specific, actionable feedback on the assessment.</li><li>Reflect on the student’s(s’) progress and the effectiveness of your literacy instruction.</li><li>Submit the FS’s summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback.</li></ul>



*Step 4: Apply*

ESN Cycle 2 — Version 3 (2024/2025) What Candidates Need to Do	ESN Literacy Cycle — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>Analyze the evidence you observed of student learning and accomplishment of the learning goal(s) and describe<ul style="list-style-type: none"><li>what was most and least effective;</li><li>a goal for increasing instructional effectiveness; and</li><li>how you facilitated instructional support personnel.</li></ul></li><li>Plan and conduct a follow-up instructional activity based on your analysis of the range of assessments (informal, student self, formal). Your follow-up activity will be either<ul style="list-style-type: none"><li><b>Re-teaching:</b> For those student(s) who did not meet the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, implement a new approach to instruction to support their continued progress.</li></ul></li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li><b>Extension:</b> If the student(s) met or exceeded the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, connect or apply instruction to develop new learning by building on what your student(s) were able to demonstrate during the learning segment.</li><li>Describe how you decided on your instructional approach, including facilitation of instructional support personnel, in the follow-up re-teaching or extension activity and how that change was informed by the analysis of the range of assessment results from Steps 2 and 3.</li><li>Video record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on the analysis of the range of assessment results.</li></ul>	<ul style="list-style-type: none"><li>Plan a re-teaching or an extension activity to support the FS's literacy and language development.</li><li>Video record the follow-up activity.</li><li>Provide commentary (what you are doing and why) for the video clip.</li></ul>





## Evidence to be Submitted

### Cycle 1 Version 3 to Math Cycle Version 1

#### Step 1: Plan

ESN Cycle 1 — Version 3 (2024/2025) Evidence to be Submitted	ESN Math Cycle — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part A:</b> Written Narrative: Getting to Know Your Students (no more than 9 pages)</li><li>• <b>Part B:</b> Lesson Plan (include content-specific learning goal[s] and ELD goal[s]) (no more than 10 pages)</li><li>• <b>Part C:</b> Written Narrative: Lesson Plan Rationale (no more than 7 pages)</li><li>• <b>Part D:</b> Related Instructional Resources and Materials (no more than 8 pages)</li></ul>	<ul style="list-style-type: none"><li>• <b>Part A:</b> Written Narrative: Contextual Information (up to 9 pages)</li><li>• <b>Part B:</b> Math Lesson Plan (use optional template or locally provided format) (up to 10 pages)</li><li>• <b>Part C:</b> Written Narrative: Math Lesson Adaptation(s) for Focus Students (up to 7 pages)</li><li>• <b>Part D:</b> Math Lesson Resources and/or Materials (up to 7 pages)</li></ul>

#### Step 2: Teach and Assess

ESN Cycle 1 — Version 3 (2024/2025) Evidence to be Submitted	ESN Math Cycle — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part E:</b> 3 Annotated Video Clips (Video Clips 1 and 3: no more than 5 minutes each; Video Clip 2: no more than 7 minutes)</li></ul>	<ul style="list-style-type: none"><li>• <b>Part E:</b> Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes)</li><li>• <b>Part F:</b> Commentary (written, up to 8 pages; <b>OR</b> up to 10 minutes of verbal or ASL commentary)</li></ul>

#### Step 3: Reflect

ESN Cycle 1 — Version 3 (2024/2025) Evidence to be Submitted	ESN Math Cycle — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part F:</b> Written Narrative: Reflection on What You Learned (no more than 4 pages)</li></ul>	<ul style="list-style-type: none"><li>• <b>Part G:</b> Written Narrative: Reflection on What You Learned (up to 7 pages)</li></ul>

#### Step 4: Apply

ESN Cycle 1 — Version 3 (2024/2025) Evidence to be Submitted	ESN Math Cycle — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part G:</b> Narrative: Application of What You Learned (no more than 4 pages of written or no more than 6 minutes of video explanation)</li></ul>	<ul style="list-style-type: none"><li>• <b>Part H:</b> Narrative: Application of What You Learned (written, up to 4 pages; <b>OR</b> up to 6 minutes of verbal or ASL response)</li></ul>



## Cycle 2 Version 3 to Literacy Cycle Version 1

### Step 1: Plan

ESN Cycle 2 — Version 3 (2024/2025) Evidence to be Submitted	ESN Literacy Cycle — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part A:</b> Written Narrative: Contextual Information (no more than 4 pages)</li><li>• <b>Part B:</b> Learning Segment Template (no more than 20 pages)</li><li>• <b>Part C:</b> Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary)</li><li>• <b>Part D:</b> Description or Blank Copy of the Informal Assessment</li><li>• <b>Part E:</b> Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric</li><li>• <b>Part F:</b> Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric</li></ul>	<ul style="list-style-type: none"><li>• <b>Part A:</b> Written Narrative: Contextual Information (up to 4 pages)</li><li>• <b>Part B:</b> Learning Segment Template (up to 6 pages per lesson)</li><li>• <b>Part C:</b> Written Narrative: Description of Assessments (up to 5 pages)</li><li>• <b>Part D:</b> Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria</li></ul>

### Step 2: Teach and Assess

ESN Cycle 2 — Version 3 (2024/2025) Evidence to be Submitted	ESN Literacy Cycle — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part G:</b> 4 Annotated Video Clips (no more than 5 minutes each)</li><li>• <b>Part H:</b> Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)</li></ul>	<ul style="list-style-type: none"><li>• <b>Part E:</b> Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes)</li><li>• <b>Part F:</b> Commentary (written, up to 8 pages; <b>OR</b> up to 10 minutes of verbal or ASL commentary)</li></ul>



*Step 3: Reflect*

ESN Cycle 2 — Version 3 (2024/2025) Evidence to be Submitted	ESN Literacy Cycle — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part I:</b> Formal Assessment Responses from 3 Students or 1 Individual Student (products, processes, or recorded performances) that represent evidence of learning from Step 2 (labeled “exceeded,” “met,” and/or “not yet met”) with Feedback</li><li>• <b>Part J:</b> Written Narrative: Analysis of Formal Assessment Results and Reflection for the Whole Class/Small Learning Group and 3 Students or 1 Individual Student from Step 2 (no more than 5 pages) (If detailed, content-specific feedback aligned to the learning goal[s] is not included with responses in Part I, include the feedback with this written narrative; feedback does not count toward the 5-page limit.)</li></ul>	<ul style="list-style-type: none"><li>• <b>Part G:</b> Focus Student’s Summative Assessment Response and Scored Rubric or Performance Criteria</li><li>• <b>Part H:</b> Focus Student’s Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file)</li><li>• <b>Part I:</b> Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)</li></ul>

*Step 4: Apply*

ESN Cycle 2 — Version 3 (2024/2025) Evidence to be Submitted	ESN Literacy Cycle — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part K:</b> Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description (no more than 7 pages) for the target learning group or individual student</li><li>• <b>Part L:</b> 1 Annotated Video Clip (no more than 5 minutes) of Follow-Up Instruction (Re-Teaching or Extension Activity) for the target learning group or individual student</li></ul>	<ul style="list-style-type: none"><li>• <b>Part J:</b> Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages)</li><li>• <b>Part K:</b> 1 Video Clip (up to 5 minutes) of Follow-Up Activity</li><li>• <b>Part L:</b> Commentary (written, up to 2 pages; <b>OR</b> up to 5 minutes of verbal or ASL commentary)</li></ul>