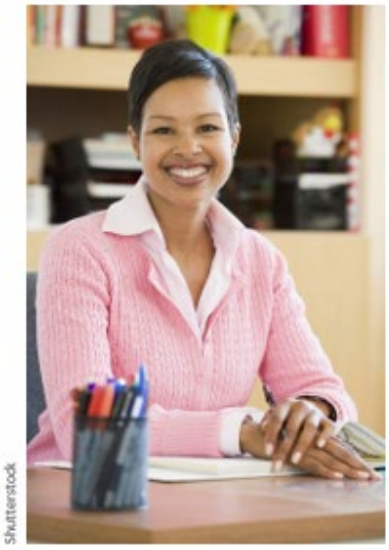
Education Specialist CalTPA
California Teaching Performance Assessment



Education Specialist Performance Assessment Overview

Overview of Education Specialist Cycles and Rubrics

Version 01

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Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The Education Specialist California Teaching Performance Assessment (EdSp CalTPA) was developed at the direction of the Commission on Teacher Credentialing with the assistance of a 22-member design team; the Evaluation Systems group of Pearson; consultants in the field of special education; and California special education organizations. The EdSp 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 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 acknowledges the contributions of these assessment systems and the educators who have developed, administered, and scored them.

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Introduction

In 2015, the Statewide Task Force was formed to examine California's complex systems for serving students with disabilities and forwarded recommendations to the State Board of Education, the Commission on Teacher Credentialing, and the California Department of Education for consideration. The content of the report *One System: Reforming Education to Serve ALL Students* outlines how to improve outcomes and services at the local, state, and federal levels.

At its February 2018 meeting, the California Commission on Teacher Credentialing adopted a revised credential structure for the Education Specialist teaching credentials. The new credential structure includes five preliminary teaching credentials.

One of the important outcomes in the Commission's reform work in both special education and general education over the past several years is the development of a common or universal set of Teaching Performance Expectations (TPEs) that are met by both general education and education specialist candidates. **These universal TPEs establish a common foundation for all teachers, based on the concept that all teachers are teachers of all students, that all students are general education students first, and that all students need intervention at different points in their academic career.**

The Commission's goal in establishing universal TPEs was to ensure that all teachers learn the fundamentals of teaching, ideally in common coursework that allows for collaboration across credential types, and then each candidate specializes in the content of their particular credential area. Each of the five credential areas of emphasis have their own Teaching Performance Expectations for education specialist credential candidates. The development of the Education Specialist CalTPA (EdSp CalTPA) has taken place against the backdrop of these significant changes in the framing of teacher preparation.

The table on the following page lists the five education specialist credentials for the EdSp CalTPA offered in California.

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EdSp CalTPA: Education Specialist Credentials

Specialist Credential	Student Age/Grade Range	Authorization
Mild to moderate support needs (MMSN)	Kindergarten, grades 1–12 through age 22, and classes organized primarily for adults	Authorizes the holder to provide instruction and special education support to students with mild to moderate support needs related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury
Extensive support needs (ESN)	Kindergarten, grades 1–12 through age 22, and classes organized primarily for adults	Authorizes the holder to provide instruction and special education support to students with extensive support needs related to one or more of the following disabilities: autism, deafblind, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury
Early childhood special education (ECSE)	Birth through kindergarten	Authorizes the holder to provide instruction and special education support to students who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition
Deaf and hard of hearing (DHH)	Birth through age 22 and classes organized primarily for adults	Authorizes the holder to provide instruction and special education support to students with a primary or secondary disability of deaf or hard-of-hearing or deafblind, and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy
Visual impairments (VI)	Birth through age 22 and classes organized primarily for adults	Authorizes the holder to provide instruction and special education support to students with a primary or secondary disability of visual impairment including blind and deafblind, with autism

Depending on the authorization statements identified above, Education Specialists may learn to support students from birth to age 22. Preliminary education specialist programs will provide learning and assessment opportunities for candidates to learn about birth to 2-year-old students and for specialized settings that are not appropriate for video recording (e.g., private homes, hospitals).

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Each EdSp CalTPA includes two cycles with a focus on math and literacy instruction and assessment:

- **Math Cycle**
- **Literacy Cycle**

Each cycle reflects four iterative steps commonly used in teaching: (1) plan, (2) teach and assess, (3) reflect, and (4) apply. This pedagogical cycle provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the candidate's thinking and encourage active decision-making throughout each cycle of planning, teaching, and assessing student learning.

The EdSp CalTPA is intended to provide both a formal assessment of candidate ability and a framework of performance-based guidance to inform candidate preparation and continued professional growth through induction. Analytic feedback provided at the completion of each cycle will facilitate data-driven collaboration and reflection by the candidate in preparing for the subsequent assessment cycle. Performance data will be shared with institutions to assist them in making program improvements and will guide induction programs as they work with new education specialists to individualize learning plans. The EdSp CalTPA is designed to be embedded within the field experience of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice.

The two cycles were developed to build on each other, but may be completed independently and in any order deemed appropriate by a preparation program.

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Evidence Tables

The tables on the following pages provide a summary of the expectations of candidates completing the EdSp CalTPA, including what actions should be taken and what evidence should be submitted by pedagogical step for each assessment listed below:

- Deaf and Hard of Hearing (DHH)
  - Math Cycle
  - Literacy Cycle
- Early Childhood Special Education (ECSE)
  - Math Cycle
  - Literacy Cycle
- Extensive Support Needs (ESN)
  - Math Cycle
  - Literacy Cycle
- Mild to Moderate Support Needs (MMSN)
  - Math Cycle
  - Literacy Cycle
- Visually Impaired (VI)
  - Math Cycle
  - Literacy Cycle

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DHH Math Cycle: Learning About Deaf and Hard of Hearing Students with IEPs and Planning a Math Lesson

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• With guidance from your cooperating teacher and/or supervising faculty, review contextual information about your students.
	  ○ Select one focus student (FS).
	• Develop one asset-based, UDL-focused math lesson that includes discourse strategies (American Sign Language [ASL] and/or spoken English) and two goals:
	  ○ One math content and practice learning goal and
	  ○ One math academic language development (ALD) learning goal
	• **You may choose to plan the lesson for the FS or plan the lesson for the FS and additional students who require similar support to progress toward meeting the math content and practice and math ALD learning goals.**
	• Provide an explanation of the specific adaptations for the FS and a rationale.
	• Provide key math lesson resources and/or materials.
		• **Part A:** Written Narrative: Contextual Information (up to 9 pages)
		• **Part B:** Math Lesson Plan (use optional template or locally provided format) (up to 10 pages)
		• **Part C:** Written Narrative: Math Lesson Adaptation(s) for Focus Student (up to 7 pages)
		• **Part D:** Math Lesson Resources and/or Materials (up to 7 pages)

Step 2: Teach and Assess	• Teach and video record the entire math lesson. ○ You may choose to teach the lesson to the FS **or** teach the lesson to the FS **and** additional students who require similar support to progress toward meeting the math content and practice and math ALD learning goals. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of ASL or verbal commentary)
Step 3: Reflect	• Reflect on the effectiveness of your math lesson plan and instruction. What did the student(s) learn? What did you learn about planning and teaching a math lesson?	• **Part G:** Written Narrative: Reflection on What You Learned (up to 7 pages)
Step 4: Apply	• 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 student(s).	• **Part H:** Narrative: Application of What You Learned (written, up to 4 pages; **OR** up to 6 minutes of ASL or verbal response)

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DHH Literacy Cycle: Assessment-Driven Literacy Instruction for Students with IEPs

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• 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).
	  ○ Select one focus student (FS).
	• Describe three to five 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:
	  ○ one ELA/Literacy learning goal **and**
	  ○ one ELD learning goal
		• **Part A:** Written Narrative: Contextual Information (up to 4 pages)
		• **Part B:** Learning Segment Template (up to 6 pages per lesson)
		• **Part C:** Written Narrative: Description of Assessments (up to 5 pages)
		• **Part D:** Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 2: Teach and Assess	• Teach and video record all lessons and assessments. • Select 1 to 4 video clips. • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of ASL or verbal commentary)
Step 3: Reflect	• After engaging the student(s) in the summative assessment, determine student progress toward meeting the ELA/Literacy and ELD learning goals. • Analyze student results and provide the student(s) with specific, actionable feedback on the assessment. • Reflect on the student's(s') progress and the effectiveness of your literacy instruction. • Submit the FS's summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback.	• **Part G:** Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria • **Part H:** Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or audio file) • **Part I:** Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)
Step 4: Apply	• Plan a re-teaching or an extension activity to support the FS's literacy and language development. • Video record the entire follow-up activity. • Provide commentary (what you are doing and why) for the video clip.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written, up to 2 pages; **OR** up to 5 minutes of ASL or verbal commentary)

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ECSE Math Cycle: Learning About Child(ren) with IEPs and Planning a Math Activity

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about the child(ren).
	  ○ Select one focus child (FC).
	• Develop one play-based, UDL-focused math activity that leverages the child's(ren's) assets and includes two goals:
	  ○ One math content and practice learning goal
	  ○ One math Academic Language Development (ALD) learning goal
	• You may choose to plan the activity for the FC **or** to plan activity for the FC **and** additional children who require similar support to progress toward meeting the math content and practice and math ALD learning goals.
	• Provide an explanation of the specific adaptations for the FC and a rationale.
	• Provide key instructional resources and/or materials related to the math activity.
		• **Part A:** Written Narrative: Contextual Information (up to 9 pages)
		• **Part B:** Math Activity Plan (use optional template or locally provided format) (up to 10 pages)
		• **Part C:** Written Narrative: Math Activity Adaptation(s) for the Focus Child (up to 7 pages)
		• **Part D:** Math Activity Resources and/or Materials (up to 7 pages)

Step 2: Teach and Assess	• Facilitate and video record the entire math activity. ○ You may choose to facilitate the activity with the FC **or** to facilitate the activity with the FC **and** additional children who require similar support to progress toward meeting the math content and practice and math ALD learning goals. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• Reflect on the effectiveness of the math activity. What did the child(ren) learn? What did you learn about planning and facilitating a math activity?	• **Part G:** Written Narrative: Reflection on What You Learned (up to 7 pages)
Step 4: Apply	• Based on what you learned through completing Steps 1, 2, and 3, describe what you will do in future activities to advance math learning and math ALD for the child(ren).	• **Part H:** Narrative: Application of What You Learned (written, up to 4 pages; **OR** up to 6 minutes of verbal or ASL response)

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ECSE Literacy Cycle: Assessment-Driven Literacy Instruction for Children with IEPs

Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• 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 the child(ren).
	  ○ Select one focus child (FC).
	• Describe three to five literacy activities, including corresponding assessments, that include the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework. Each activity must include:
	  ○ one ELA/Literacy learning goal **and**
	  ○ one ELD learning goal
		• **Part A:** Written Narrative: Contextual Information (up to 4 pages)
		• **Part B:** Activity Plan Template (up to 6 pages per activity)
		• **Part C:** Written Narrative: Description of Assessments (up to 5 pages)
		• **Part D:** Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 2: Teach and Assess	• Teach and video record all activities and assessments. • Select 1 to 4 video clips. • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• After engaging the child(ren) in the summative assessment, determine the child's(ren's) progress toward meeting the ELA/Literacy and ELD learning goals. • Analyze the child's(ren's) results and provide the child's(ren's) families/guardians with specific, actionable feedback on the assessment. • Submit the FC's summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback. • Reflect on the child's(ren's) progress and the effectiveness of your literacy instruction.	• **Part G:** Focus Child's Summative Assessment Response and Scored Rubric or Performance Criteria • **Part H:** Focus Child's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) • **Part I:** Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)
Step 4: Apply	• Plan a re-teaching or an extension activity to support the FC's literacy and language development. • Video record the follow-up activity. • Provide commentary (what you are doing and why) for the video clip.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written, up to 2 pages; **OR** up to 5 minutes of verbal or ASL commentary)

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ESN Math Cycle: Learning About Students with IEPs and Planning a Math Lesson

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your students.
	  ○ Select 3 focus students (FS1, FS2, FS3).
	• Develop one asset-based, UDL-focused math lesson that includes two goals:
	  ○ One math content and practice learning goal and
	  ○ One math academic language development (ALD) learning goal
	• Provide an explanation of the specific adaptations for the 3 focus students and a rationale.
	• Provide key instructional resources and/or materials related to the math lesson plan.
		• **Part A:** Written Narrative: Contextual Information (up to 9 pages)
		• **Part B:** Math Lesson Plan (use optional template or locally provided format) (up to 10 pages)
		• **Part C:** Written Narrative: Math Lesson Adaptation(s) for Focus Students (up to 7 pages)
		• **Part D:** Math Lesson Resources and/or Materials (up to 7 pages)

Step 2: Teach and Assess	• Teach and video record the entire math lesson. ○ You may choose to teach the math lesson to FS1, FS2, **and** FS3 **OR** to teach the math lesson to one of the focus students that you select (FS1, FS2, **or** FS3). • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• 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?	• **Part G:** Written Narrative: Reflection on What You Learned (up to 7 pages)
Step 4: Apply	• 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).	• **Part H:** Narrative: Application of What You Learned (written, up to 4 pages; **OR** up to 6 minutes of verbal or ASL response)

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ESN Literacy Cycle: Assessment-Driven Literacy Instruction for Student(s) with IEPs

Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• 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).
	  ○ Select one focus student (FS).
	• 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:
	  ○ one ELA/Literacy learning goal **and**
	  ○ one ELD learning goal
		• **Part A:** Written Narrative: Contextual Information (up to 4 pages)
		• **Part B:** Learning Segment Template (up to 6 pages per lesson)
		• **Part C:** Written Narrative: Description of Assessments (up to 5 pages)
		• **Part D:** Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 2: Teach and Assess	• Teach and video record all lessons and assessments. • Select 1 to 4 video clip(s). • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• After engaging the student(s) in the summative assessment, determine student progress toward meeting the ELA/Literacy and ELD learning goals. • Analyze student results and provide the student(s) with specific, actionable feedback on the assessment. • Reflect on the student's(s') progress and the effectiveness of your literacy instruction. • Submit the FS's summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback.	• **Part G:** Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria • **Part H:** Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) • **Part I:** Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)
Step 4: Apply	• Plan a re-teaching or an extension activity to support the FS's literacy and language development. • Video record the follow-up activity. • Provide commentary (what you are doing and why) for the video clip.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written, up to 2 pages; **OR** up to 5 minutes of verbal or ASL commentary)

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MMSN Math Cycle: Learning About Students with IEPs and Planning a Math Lesson

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your students.
	  ○ Select 3 focus students (FS1, FS2, FS3).
	• Develop one asset-based, UDL-focused math lesson that includes two goals:
	  ○ One math content and practice learning goal and
	  ○ One math academic language development (ALD) learning goal
	• Provide an explanation of the specific adaptations for the 3 focus students and a rationale.
	• Provide key instructional resources and/or materials related to the math lesson plan.
		• **Part A:** Written Narrative: Contextual Information (up to 9 pages)
		• **Part B:** Math Lesson Plan (use optional template or locally provided format) (up to 10 pages)
		• **Part C:** Written Narrative: Math Lesson Adaptation(s) for Focus Students (up to 7 pages)
		• **Part D:** Math Lesson Resources and/or Materials (up to 7 pages)

Step 2: Teach and Assess	• Teach and video record the entire math lesson. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• Reflect on the effectiveness of the math lesson. What did the students learn? What did you learn about planning and teaching a math lesson?	• **Part G:** Written Narrative: Reflection on What You Learned (up to 7 pages)
Step 4: Apply	• 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 these students, including FS1, FS2, and FS3.	• **Part H:** Narrative: Application of What You Learned (written, up to 4 pages; **OR** up to 6 minutes of verbal or ASL response)

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MMSN Literacy Cycle: Assessment-Driven Literacy Instruction for Students with IEPs

Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• 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 students.
	  ○ Select one focus student (FS).
	• 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:
	  ○ one ELA/Literacy learning goal **and**
	  ○ one ELD learning goal.
		• **Part A:** Written Narrative: Contextual Information (up to 4 pages)
		• **Part B:** Learning Segment Template (up to 6 pages per lesson)
		• **Part C:** Written Narrative: Description of Assessments (up to 5 pages)
		• **Part D:** Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 2: Teach and Assess	• Teach and video record all lessons and assessments. • Select 1 to 4 video clip(s). • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • **Part F:** Commentary (written commentary, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• After engaging the students in the summative assessment, determine student progress toward meeting the ELA/Literacy and ELD learning goals. • Analyze student results and provide students with specific, actionable feedback on the assessment. • Reflect on the students' progress and the effectiveness of your literacy instruction. • Submit the FS's summative assessment response, the scored rubric or performance criteria, and specific, actionable feedback.	• **Part G:** Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria • **Part H:** Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) • **Part I:** Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)
Step 4: Apply	• Plan a re-teaching or an extension activity to support the FS's literacy and language development. • Video record the follow-up activity. • Provide commentary (what you are doing and why) for the video clip.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written up to 2 pages; **OR** up to 5 minutes of verbal or ASL commentary)

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VI Math Cycle: Learning About Student(s) with Visual Impairments and Planning Math Instruction and Support

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your caseload.
	  ○ Select one focus student (FS).
	• Plan, co-plan, or adapt one asset-based, multimodal and/or multisensory, UDL-focused math lesson that integrates the area(s) of the ECC relevant to math to support two goals:
	  ○ One math content and practice learning goal
	  ○ One math academic language development (ALD) learning goal
	• Provide an explanation of the specific adaptations for the FS and a rationale.
	• Provide key instructional resources and/or materials related to the math lesson.
		• **Part A:** Written Narrative: Contextual Information (up to 9 pages)
		• **Part B:** Math Lesson Plan (use template or locally provided format) (up to 10 pages)
		• **Part C:** Written Narrative: Math Lesson Adaptation(s) for the Focus Student (up to 7 pages)
		• **Part D:** Math Lesson Resources and/or Materials (up to 7 pages)

Step 2: Teach and Assess	• Facilitate and video record the entire math lesson. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• Reflect on the effectiveness of the math lesson plan. What did the FS learn? What did you learn about planning, co-planning, or adapting and teaching a math lesson?	• **Part G:** Written Narrative: Reflection on What You Learned (up to 7 pages)
Step 4: Apply	• Based on what you learned through completing Steps 1, 2, and 3, describe what you will do in future lessons to advance the FS's learning by integrating the area(s) of the ECC relevant to math to support their math learning and math ALD.	• **Part H:** Narrative: Application of What You Learned (written up to 4 pages; **OR** up to 6 minutes of verbal or ASL response)

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VI Literacy Cycle: Assessment-Driven Literacy Instruction for Students with IEPs

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, relevant observations, recommendations, and/or results from comprehensive assessment; recent literacy assessments; and/or information for your focus student (FS) you plan to teach.
	  ○ Select one focus student (FS).
	• Describe three to five literacy lessons, including corresponding literacy assessments, that include the area(s) of the Expanded Core Curriculum (ECC) relevant to literacy to support the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework. Each lesson must include:
	  ○ one ELA/Literacy learning goal **and**
	  ○ one ELD learning goal.
		• **Part A:** Written Narrative: Contextual Information (up to 4 pages)
		• **Part B:** Learning Segment Template (up to 6 pages per lesson)
		• **Part C:** Written Narrative: Description of Assessments (up to 5 pages)
		• **Part D:** Description or Blank Copy of One Summative Literacy Assessment and the Rubric or Performance Criteria

Step 2: Teach and Assess	• Teach and video record all lessons and assessments. • Select 1 to 4 video clips. • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• After engaging the FS in the summative literacy assessment, determine the FS's progress toward meeting the ELA/Literacy and ELD learning goals. • Analyze the FS's results and provide the FS with specific, actionable feedback on the assessment. • Reflect on the FS's progress and the effectiveness of your literacy instruction, including the integration of the area(s) of the ECC relevant to literacy, adapted materials, and/or access. • Submit the FS's summative literacy assessment response; the scored rubric or performance criteria; and specific, actionable feedback.	• **Part G:** Focus Student's Summative Literacy Assessment Response and Scored Rubric or Performance Criteria • **Part H:** Focus Student's Summative Literacy Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) • **Part I:** Written Narrative: Reflection and Analysis of Summative Literacy Assessment Results (up to 4 pages)
Step 4: Apply	• Plan a re-teaching or an extension activity to support the FS's literacy and language development and ensure appropriate integration of the area(s) of the ECC relevant to literacy. • Video record the follow-up activity. • Provide commentary (what you are doing and why) for the video clip.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written, up to 2 pages; **OR** up to 5 minutes of verbal or ASL commentary)

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Rubric Essential Questions

For each cycle, rubrics are aligned to the specified steps of the cycle (plan, teach and assess, reflect, and apply). Each rubric is framed by an essential question that outlines the knowledge, skills, and abilities assessed within the rubric. The tables on the following pages list the essential questions for the CalTPA rubrics contained in each cycle for the assessments listed below. Refer to the rubrics in each cycle guide for performance-level descriptors and alignment to the TPEs.

- Deaf and Hard of Hearing (DHH)
  - Math Cycle
  - Literacy Cycle
- Early Childhood Special Education (ECSE)
  - Math Cycle
  - Literacy Cycle
- Extensive Support Needs (ESN)
  - Math Cycle
  - Literacy Cycle
- Mild to Moderate Support Needs (MMSN)
  - Math Cycle
  - Literacy Cycle
- Visually Impaired (VI)
  - Math Cycle
  - Literacy Cycle

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DHH Math Cycle: Learning About Deaf and Hard of Hearing Students with IEPs and Planning a Math Lesson

Step 1: Plan	
Rubric 1.1	How does the candidate apply findings from recent math information to plan one asset-based, UDL-focused math lesson that monitors student progress **and** includes discourse strategies (ASL **and/or** spoken English)?
Rubric 1.2	How does the candidate plan a math lesson in a safe, positive environment to support the student's(s') progress toward meeting the math content **and** practice **and** math ALD learning goals?
Rubric 1.3	How does the candidate plan to collaborate with **and/or** facilitate instructional support personnel to support the • individualized instruction of the FS in the math lesson? **OR** • daily routines, activities, instruction, **and/or** intervention activities of other students while the candidate teaches the math lesson?
Rubric 1.4	How does the candidate apply recent information to plan adaptation(s) for the FS based on their assets (cultural **and/or** linguistic) **and/or** interests, learning needs, **and** IEP goal(s) related to the math lesson?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that include discourse strategies (ASL **and/or** spoken English) **and** support the student(s) in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
Rubric 1.6	How does the candidate monitor **and** respond to the student(s) to support their learning during the math lesson?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson that includes discourse strategies (ASL **and/or** spoken English) in a safe, positive learning environment (referring to evidence from Steps 1 **and/or** 2)?
Step 4: Apply	
Rubric 1.8	How does the candidate apply what they have learned to determine future steps for math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

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DHH Literacy Cycle: Assessment-Driven Literacy Instruction for Students with IEPs

Step 1: Plan	
Rubric 2.1	How does the candidate's learning segment leverage the student's(s') assets, include assessments, align lessons to create a progression of learning, include collaboration with **and/or** facilitation of instructional support personnel, **and** address developmentally appropriate ELA/Literacy **and** ELD goals?
Rubric 2.2	How does the candidate apply findings from recent literacy assessments to plan for: • the selected foundational reading skill(s) using a direct, systematic, **and** explicit approach to support the student's(s') literacy **and** language development? • the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the student's(s') literacy **and** language development?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate provide instruction in the selected foundational reading skill(s) using a direct **and** explicit approach to actively engage the student(s) **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.4	How does the candidate provide instruction in the selected additional themes in the ELA/ELD Framework **and** use integrated ELD to actively engage the student(s) **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.5	How does the candidate use assessment(s) to monitor student learning **and** adjust instruction to support the student(s) in progressing toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.6	How does the candidate use assessment results to provide specific, actionable feedback to the student(s) related to literacy about what they did well **and/or** their misconceptions/gaps in knowledge to support the student's(s') literacy **and** language development?
Step 3: Reflect	
Rubric 2.7	How does the candidate identify the student's(s') understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective **and** what instructional changes they would make if they taught the learning segment again? How does the candidate provide feedback to the family/guardian(s) of the focus student to support caregivers in understanding the assessment results **and** how they can support the FS's learning beyond the classroom?
Step 4: Apply	
Rubric 2.8	How does the candidate apply the analysis of the FS's assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

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ECSE Math Cycle: Learning About Child(ren) with IEPs and Planning a Math Activity

Step 1: Plan	
Rubric 1.1	How does the candidate apply findings from recent math information to plan one play-based, UDL-focused math activity that leverages the child's(ren's) assets **and** monitors their progress?
Rubric 1.2	How does the candidate plan a math activity in a safe, positive environment that promotes positive behavior **and** participation to support the child's(ren's) progress toward meeting the math content **and** practice **and** math ALD learning goals?
Rubric 1.3	How does the candidate plan to collaborate with **and/or** facilitate instructional support personnel to support the individualized instruction of the FC in the math activity? **OR** daily routines, activities, instruction, **and/or** intervention activities of other children while the candidate facilitates the math activity?
Rubric 1.4	How does the candidate apply recent information to plan adaptation(s) for the FC based on their assets (cultural **and/or** linguistic) **and/or** interests, learning needs, **and** IEP goal(s) related to the math activity?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support the child(ren) in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
Rubric 1.6	How does the candidate engage the child(ren) in play-based learning **and** observe, monitor, **and** respond to children intentionally to support children in making progress toward the math content **and** practice **and** related ALD learning goals?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on the effectiveness of their play-based, UDL-focused math activity in a safe, positive environment (referring to evidence from Steps 1 **and/or** 2)?
Step 4: Apply	
Rubric 1.8	How does the candidate apply what they have learned **and** determine future steps for math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

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ECSE Literacy Cycle: Assessment-Driven Literacy Instruction for Children with IEPs

Step 1: Plan	
Rubric 2.1	How does the candidate's planning leverage the child's(ren's) assets, include assessments, align activities to create a progression of learning, include collaboration with **and/or** facilitation of instructional support personnel, **and** address developmentally appropriate ELA/Literacy **and** ELD goals?
Rubric 2.2	How does the candidate apply findings from recent assessments to plan for: • the selected emergent foundational reading skill(s) using a direct, systematic, **and** explicit approach to support the child's(ren's) literacy **and** language development? • the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the child's(ren's) literacy **and** language development?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate provide instruction in the selected emergent foundational reading skill(s) using a direct **and** explicit approach to actively engage the child(ren) **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.4	How does the candidate provide instruction in the selected additional theme(s) in the ELA/ELD Framework **and** use integrated ELD to actively engage the child(ren) **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.5	How does the candidate use assessment(s) to monitor the child's(ren's) learning **and** adjust instruction to support the child(ren) in progressing toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.6	How does the candidate use assessment results to respond intentionally to the child(ren) related to literacy about what they did well **and/or** their misconceptions/gaps in knowledge to support the child's(ren's) literacy **and** language development?
Step 3: Reflect	
Rubric 2.7	How does the candidate identify the child's(ren's) understandings, gaps in knowledge, **and/or** misconceptions **and** determine what was effective **and** what instructional changes they would make if they taught the activity plan again? How does the candidate provide specific feedback to the family/guardian(s) of the focus child to support caregivers in understanding the assessment results **and** how they can support the FC's learning beyond the classroom?
Step 4: Apply	
Rubric 2.8	How does the candidate apply the analysis of the FC's assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

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ESN Math Cycle: Learning About Students with IEPs and Planning a Math Lesson

Step 1: Plan	
Rubric 1.1	How does the candidate apply findings from recent math information to plan one asset-based, UDL-focused math lesson that monitors student progress in a safe, positive environment?
Rubric 1.2	How does the candidate apply recent information to plan adaptation(s) to support the academic language development (ALD) **and** IEP goal(s) of FS1 based on their assets (cultural **and/or** linguistic) **and/or** interests and learning need(s)?
Rubric 1.3	How does the candidate apply recent information to plan adaptation(s) to support the math learning **and** IEP goal(s) of FS2 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
Rubric 1.4	How does the candidate apply recent information to adapt the environment **and** address IEP goal(s) related to FS3's well-being **and/or** behavior based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support their focus student(s) in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
Rubric 1.6	How does the candidate engage the focus student(s) in active, age **and/or** developmentally appropriate higher-order thinking during the math lesson **and** monitor/respond intentionally to support the focus student(s) in making progress toward the math content **and** practice **and** math ALD learning goals?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson in a safe, positive learning environment (referring to evidence from Steps 1 **and/or** 2)?
Step 4: Apply	
Rubric 1.8	How does the candidate apply what they have learned to determine future steps for math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

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ESN Literacy Cycle: Assessment-Driven Literacy Instruction for Student(s) with IEPs

Step 1: Plan	
Rubric 2.1	How does the candidate's planning leverage the student's(s') assets, include assessments, align lessons to create a progression of learning, include collaboration with **and/or** facilitation of instructional support personnel, **and** address developmentally appropriate ELA/Literacy **and** ELD goals?
Rubric 2.2	How does the candidate apply findings from recent literacy assessments to plan for: • the selected foundational reading skill(s) using a direct, systematic, **and** explicit approach to support the student's(s') literacy **and** language development? • the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the student's(s') literacy **and** language development?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate provide instruction in the selected foundational reading skill(s) using a direct **and** explicit approach to actively engage the student(s) **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.4	How does the candidate provide instruction in the selected additional theme(s) from the ELA/ELD Framework **and** use integrated ELD to actively engage the student(s) **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.5	How does the candidate use assessment(s) to monitor student learning **and** adjust instruction to support the student(s) in progressing toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.6	How does the candidate use assessment results to provide specific, actionable feedback to the student(s) related to literacy about what they did well **and/or** their misconceptions/gaps in knowledge to support the student's(s') literacy **and** language development?
Step 3: Reflect	
Rubric 2.7	How does the candidate identify the student's(s') understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective **and** what instructional changes they would make if they taught the learning segment again? How does the candidate provide feedback to the family/guardian(s) of the focus student to support caregivers in understanding the assessment results **and** how they can support the FS's learning beyond the classroom?
Step 4: Apply	
Rubric 2.8	How does the candidate apply the analysis of the FS's assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

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MMSN Math Cycle: Learning About Students with IEPs and Planning a Math Lesson

Step 1: Plan	
Rubric 1.1	How does the candidate apply findings from recent math information* to plan one asset-based, UDL-focused math lesson that monitors student progress in a safe, positive environment?
Rubric 1.2	How does the candidate apply recent information to plan adaptation(s) to support the academic language development (ALD) **and** IEP goal(s) of FS1 based on their assets (cultural **and/or** linguistic) **and/or** interests **and** learning need(s)?
Rubric 1.3	How does the candidate apply recent information to plan adaptation(s) to support the math learning **and** IEP goal(s) of FS2 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
Rubric 1.4	How does the candidate apply recent information to adapt the environment **and** address IEP goal(s) related to FS3's well-being **and/or** behavior based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support their students in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
Rubric 1.6	How does the candidate engage students in active, age **and/or** developmentally appropriate higher-order thinking during the math lesson **and** monitor/respond intentionally to support students in making progress toward the math content **and** practice **and** math ALD learning goals?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson in a safe, positive learning environment (referring to evidence from Steps 1 **and/or** 2)?
Step 4: Apply	
Rubric 1.8	How does the candidate apply what they have learned to determine future steps for math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

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MMSN Literacy Cycle: Assessment-Driven Literacy Instruction for Students with IEPs

Step 1: Plan	
Rubric 2.1	How does the candidate's planning leverage students' assets, include assessments, align lessons to create a progression of learning, address collaboration with **and/or** facilitation of instructional support personnel, **and** include developmentally appropriate ELA/Literacy **and** ELD goals?
Rubric 2.2	How does the candidate apply findings from recent literacy assessments to plan for: • the selected foundational reading skill(s) using a direct, systematic, **and** explicit approach to support students' literacy **and** language development? • the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support students' literacy **and** language development?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate provide instruction in the selected foundational reading skill(s) using a direct **and** explicit approach to actively engage students **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.4	How does the candidate provide instruction in the selected additional theme(s) from the ELA/ELD Framework **and** use integrated ELD to actively engage students **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.5	How does the candidate use assessment(s) to monitor student learning **and** adjust instruction to support students in progressing toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.6	How does the candidate use assessment results to provide specific, actionable feedback to students related to literacy about what they did well **and/or** their misconceptions/gaps in knowledge to support students' literacy **and** language development?
Step 3: Reflect	
Rubric 2.7	How does the candidate identify students' understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective **and** what instructional changes they would make if they taught the learning segment again? How does the candidate provide feedback to the family/guardian(s) of the focus student to support caregivers in understanding the assessment results **and** how they can support the FS's learning beyond the classroom?
Step 4: Apply	
Rubric 2.8	How does the candidate apply the analysis of the FS's assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

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VI Math Cycle: Learning About Student(s) with Visual Impairments and Planning Math Instruction and Support

Step 1: Plan	
Rubric 1.1	How does the candidate apply findings from recent math information to plan, co-plan, **or** adapt one multimodal **and/or** multisensory, UDL-focused math lesson **and** monitor the FS's progress?
Rubric 1.2	How does the candidate plan to support the FS's learning through providing instruction in the necessary prerequisite **and/or** compensatory skills **and** anticipating concepts that the FS may need additional instruction/support in after the math lesson?
Rubric 1.3	How does the candidate's lesson planning integrate the area(s) of the ECC relevant to math to support the FS in making progress toward the math content **and** practice **and** math ALD learning goals?
Rubric 1.4	How does the candidate apply recent information to plan adaptation(s) for the FS based on their assets (visual/sensory, learning media, cultural and/or linguistic) **and/or** interests, access **and** learning needs, **and** IEP goal(s) related to the math lesson?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate engage the FS in a math lesson that applies multimodal **and/or** multisensory, UDL-focused strategies to support the FS in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
Rubric 1.6	How does the candidate integrate the area(s) of the ECC relevant to math, provide instruction in the necessary prerequisite **and/or** compensatory skills, **and** address math concepts that require additional instruction to support the FS after initial instruction?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on the effectiveness of their asset-based, multimodal **and/or** multisensory, UDL-focused math lesson (referring to evidence from Steps 1 **and/or** 2)?
Step 4: Apply	
Rubric 1.8	How does the candidate apply what they have learned to determine future steps for integrating the area(s) of the ECC relevant to math to support math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

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VI Literacy Cycle: Assessment-Driven Literacy Instruction for Students with IEPs

Step 1: Plan	
Rubric 2.1	How does the candidate's planning leverage the focus student's assets, including visual/sensory **and** learning media, include literacy assessments, align lessons to create a progression of learning, **and** integrate the area(s) of the ECC relevant to literacy to support the FS's literacy development in developmentally appropriate ELA/Literacy **and** ELD goals?
Rubric 2.2	How does the candidate apply findings from comprehensive assessment **and** recent literacy assessments to provide meaningful access to • the selected foundational reading skill(s) using a direct, systematic, **and** explicit approach to support the FS's literacy **and** language development? • the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the FS's literacy **and** language development?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate provide instruction **and** support to actively engage the FS in meaningful integration of the area(s) of the ECC relevant to literacy to access the selected foundational reading skill(s) using a direct and explicit approach **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.4	How does the candidate provide instruction **and** support to actively engage the FS in meaningful integration of the area(s) of the ECC relevant to literacy **and** the selected additional theme(s) from the ELA/ELD Framework **and** use integrated ELD to support the FS's progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.5	How does the candidate use literacy assessment(s) to monitor the FS's vision/sensory, learning media, **and/or** access **and** to adjust instruction to support the FS in progressing toward meeting the ELA/Literacy **and** ELD goals **and** ensure appropriate integration of the area(s) of the ECC relevant to literacy?
Rubric 2.6	How does the candidate use literacy assessment results (formative **and/or** summative) to provide specific, actionable feedback related to literacy to the FS about what they did well **and/or** their misconceptions/gaps in knowledge to support the FS's literacy **and** language development **and** ensure appropriate integration of the area(s) of the ECC relevant to literacy?
Step 3: Reflect	
Rubric 2.7	How does the candidate identify the FS's understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective **and** what instructional changes they would make related to the integration of the area(s) of the ECC relevant to literacy, adapted materials, **and/or** access? How does the candidate provide feedback to a member of the FS's educational team to support their understanding of the literacy assessment results **and** how they can support the FS's learning?
Step 4: Apply	
Rubric 2.8	How does the candidate apply the analysis of the FS's literacy assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

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