CalTPA: Literacy Performance Assessment 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 that reproduce or result in 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 demonstrate a wide range of differences based on learning and behavioral characteristics, as well as disabilities, dyslexia,* and all students who receive services under IDEA, 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; Deaf and Hard of Hearing students who use ASL or other signed languages (e.g., LSM, LSC, BASL), assistive technology (e.g., personal hearing devices/FM/DM system), and/or augmentative and alternative communication (AAC); who are English learners (including those reclassified as Fluent English Proficient), Heritage language users, and/or multilingual learners (see SB 210 for Deaf and Hard of Hearing students). This 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. For technical questions related to the Literacy Cycle, 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 Literacy Cycle has been revised and updated with the assistance of a literacy design team and the Evaluation Systems group of Pearson to measure TPE Domain 7: Effective Literacy Instruction for All Students, pursuant to SB 488. The Literacy Cycle 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), edTPA®, and the National Board for Professional Teaching Standards. The Commission on Teacher Credentialing acknowledges the contributions of these assessment models and the educators who have developed, administered, and scored them.

Introduction

Welcome to the CalTPA Literacy Cycle Program Guide from the Commission on Teacher Credentialing

The purpose of the Literacy Cycle Program Guide (program guide) is to provide information and evidence-based practices about implementing the Literacy Cycle 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 PK–3 Early Childhood Education (PK–3 ECE) Specialist, Multiple Subject (MS), EdSp Mild to Moderate Support Needs (MMSN), EdSp Extensive Support Needs (ESN), EdSp Early Childhood Special Education (ECSE), EdSp Deaf and Hard of Hearing (DHH), and EdSp Visual Impairments (VI); and information on how the assessment materials may be used to provide support to candidates as they complete their Literacy Cycle.

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 Literacy Cycle as part of their credentialing program. This program guide also provides guidance to teacher preparation programs supporting candidates who are concurrently enrolled in more than one credential program and/or a bilingual authorization program.

 Throughout this program guide, a handshake icon indicates a section that pertains to cooperating teachers supporting candidates in their clinical practice placements.

Helpful Publications

This program guide is one component of a series of web publications designed to assist preparation programs with the Literacy Cycle. To gain the most from the Literacy Cycle Program Guide, it is recommended that readers be familiar with the Literacy Cycle performance assessment guides and the CalTPA Glossary. Preparation programs may access the Literacy Cycle performance assessment guides via the Literacy Cycle Faculty Policies and Resources web page. 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 esliteracy@pearson.com to gain access to the password.

Preparation programs may use the CalTPA Annotated Bibliography 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 Literacy Cycle.

Literacy Cycle as an Embedded Performance Assessment

The Literacy Cycle was designed to provide candidates the opportunity to demonstrate their ability to plan asset-based instruction and assessments, teach and assess learning of students, reflect on their practice (for both themselves and 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 Literacy Cycle.

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 providing commentary for videos in response to prompts and providing evidence such as lesson plans, student work products, assessments (formative and summative) and rubric and/or performance criteria, feedback to students, and other instructional materials.

The Literacy Cycle 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 cycle in an authentic manner. The Literacy Cycle steps the candidate through the practice of what teachers actually do on a typical teaching day at work as they support
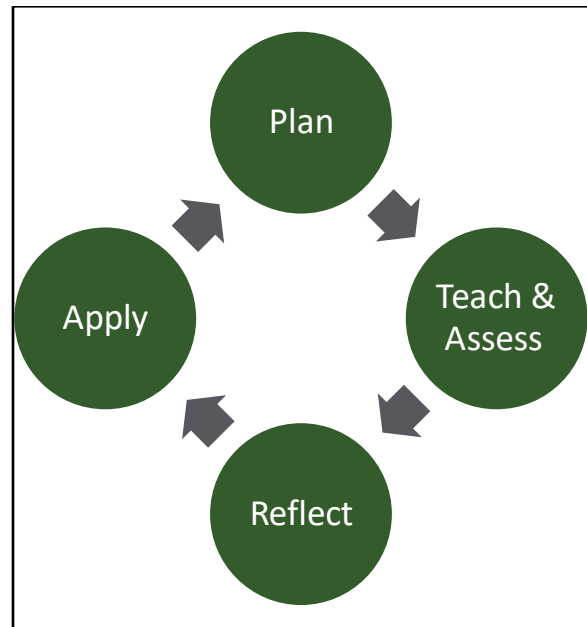
students in the learning process. In addition, candidates choose what literacy content they want to teach and assess with input from their cooperating teacher, as represented in the:

- TK: California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development
- K–12: California ELA/Literacy Standards
- ELA/ELD Framework

Candidates learn about and understand the context in which they are teaching and leverage students' cultural and linguistic assets and learning needs.

Using a Universal Design for Learning (UDL) 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 Literacy Cycle 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. Faculty should 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.

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 effective literacy instruction (SB 488) and to have an opportunity to apply their knowledge and refine their responses and evidence before submitting the Literacy Cycle to be scored by a credential-specific assessor with expertise in literacy instruction. Candidates should also receive continuous feedback as they move through the Literacy Cycle and refine their initial strategies and performance.

Candidates who do not demonstrate practice at the passing standard level for the Literacy Cycle must be provided access to coaching and support from faculty, program instructors, and others as they continue to learn to be an effective literacy teacher. The Literacy Cycle 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 meet the performance assessment requirement.

SB 488

SB 488 (2021-2022) required the Commission to create a teaching performance assessment to assess candidates for competence in evidence-based methods of teaching foundational reading skills (print concepts, phonological awareness, phonics and word recognition, fluency). The Literacy Cycle must also address tiered supports for all pupils, including English learners, students with reading difficulties, and students with exceptional needs and literacy instruction. Competencies assessed must align to the Teaching Performance Expectations (TPEs), State Board of Education ELA/ELD Framework, and incorporate the California Dyslexia Guidelines.

The bill defines comprehensive reading instruction as including the following:

- the study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics[1] and decoding skills

- a strong literature, language, and comprehension component with a balance of oral and written language

- ongoing diagnostic techniques that inform teaching and assessment

- early intervention techniques

Transition From RICA

Pursuant to SB 488, beginning July 1, 2025, all newly enrolled credential candidates in Preliminary Multiple Subject, Education Specialist, and PK–3 Early Childhood Education Specialist Instruction credential programs must pass a Commission-adopted performance assessment that includes literacy instruction in order to be recommended for their credential. The RICA examination will be retired as of July 1, 2025, and will no longer be available. Candidates who attempt or have attempted RICA but do not pass either all three subtests of the written examination or the video performance assessment by July 1, 2025, will be required to instead pass the Commission-adopted performance assessment that includes literacy instruction.

Programs should take into consideration their program design in determining how to best advise candidates regarding the transition from RICA to a performance assessment that includes literacy instruction. The new literacy performance assessment is currently under development. A design team was appointed by Commission Executive Director Sandy in January 2023 and met four times between March 2023 and June 2023; additional meetings will be held through spring 2025. For information on the work of the design team, please read the Report to the Legislature on Senate Bill 488 Teacher Credentialing – Reading Instruction from the Commission's June 2023 meeting.

At its August 2024 meeting, the Commission on Teacher Credentialing (Commission) approved the Foundations of Reading examination effective July 1, 2025, for:

- Teachers who hold a Preliminary credential with a RICA renewal code.

- Multiple Subject, Education Specialist, and PK–3 ECE Specialist candidates who by June 30, 2025, complete all other credential requirements except for the RICA.

- Single Subject credential holders who want to add a Multiple Subject credential.

- Private school teachers seeking a Multiple Subject credential.

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[1] "Direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text.

- Teachers who are prepared in another country.

- Teachers who are prepared via Peace Corps experience.

As a result of Commission action, staff will plan for and conduct a standard setting study for the Foundations of Reading examination in early 2025 to establish a minimum passing standard for credential candidates to be applied to scores obtained after July 1, 2025.

At its October 2024 meeting, the Commission approved the application of a –1 SEM adjustment to the current minimum passing standards for both the RICA: Written Examination and the RICA: Video Performance Assessment, creating a new minimum passing standard for RICA. The new minimum passing standard applies retroactively to all valid RICA results from the past ten years. The purpose of this action is to allow programs to recommend candidates who have met all other credential requirements for a clear or preliminary teaching credential but scored just below the Commission-adopted passing standard for RICA.

Roles and Responsibilities

In order to provide support and consistent messaging to candidates completing the Literacy Cycle, Deans, CalTPA Coordinators, full-time and adjunct faculty and course instructors, university mentors, cooperating teachers, and instructional support personnel 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 for their credential area as outlined in the Teaching Performance Expectations (TPEs), which are critical for student success in California's diverse classrooms.

As depicted in the graphic below, the candidate is supported by a collaborative learning community.
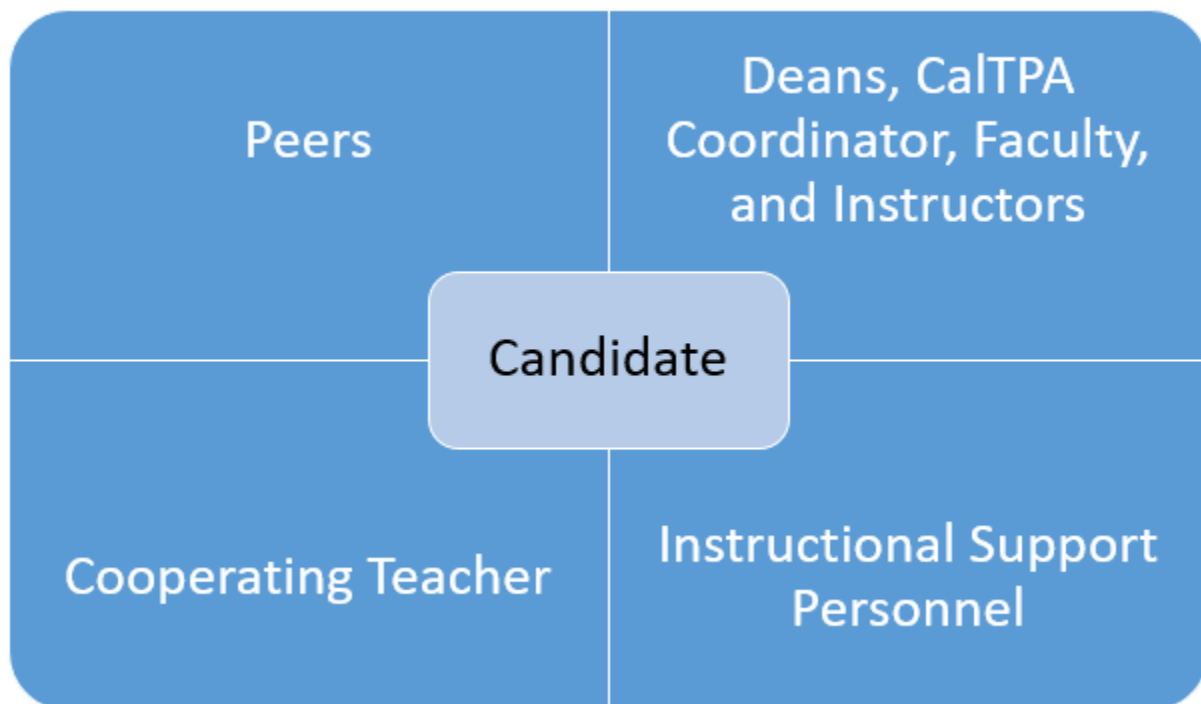
Getting Started: What Literacy Cycle Program Coordinators Need to Know

I. Staying Connected

Literacy Cycle Program Updates

Literacy Cycle Program Updates provide preparation programs with important and timely information about the Literacy Cycle (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 through the Accreditation Data System (ADS). 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](#).

Literacy Cycle Office Hours

Literacy Cycle Office Hours provide preparation programs with access to live online support. CTC and Pearson staff are available on a 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.

Digging Deeper Webinars

Digging Deeper webinars are live, interactive online sessions focused on various aspects of Literacy Cycle implementation. Preparation programs are encouraged to participate and share evidence-based practices. Sessions are usually held on Wednesdays. See PSD News for future schedules, topics, and login access information.

Coordinator Workshops

Coordinator Workshops are held semi-annually to provide CalTPA coordinators with updates regarding Literacy Cycle and credentialing processes, procedures, and requirements. Dates and locations are announced via Literacy Cycle 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 Literacy Cycle structures and processes. Held each fall, the orientation will allow coordinators to meet key personnel, learn how to navigate the Evaluation Systems and CTC websites, and learn key dates and support offerings.

Deep Dives

Deep Dives are held to provide an in-depth look at the requirements for the Literacy Cycle. 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 Literacy Cycle. Compendiums from the 2023 conference is available online. Dates and locations are announced via Literacy Cycle Program Updates and PSD News.

California Commission on Teacher Credentialing YouTube Channel

Literacy Cycle 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 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 Literacy Cycle.

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 Instructional Cycles separately.

- Upload, manage, and submit their Literacy Cycle via the Pearson ePortfolio submission system.

- Access their Literacy Cycle results.

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

Assessment Materials

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

Preparation programs may access all Literacy Cycle assessment materials via the Literacy Cycle 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 esliteracy@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 Literacy Cycle Preparation Materials web page.

Mid-Range Sample Submissions

When available, mid-range responses from actual candidates will be available for download via the California Educator Credentialing Assessments website. Only CalTPA coordinators may request the website login credentials by contacting esliteracy@pearson.com. Downloaded materials may be shared with faculty, candidates, cooperating teachers, and supervisors as examples of successful Literacy Cycle submissions via print or secured program platform. Visit the Literacy Cycle secure Assessment Materials section found on the Literacy Cycle 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

esliteracy@pearson.com to designate or change your Primary Score Report Contact. (For information on score report formats and schedules, see Score Reporting below.)

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 Literacy Cycle Assessment 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 and AI Policy

Before submitting the Literacy Cycle, teacher candidates must agree to the Literacy Cycle 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.

I have abided by my institution's policy for the use of Artificial Intelligence (AI) in preparing my submission.

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 Literacy Cycle Submission Requirements as outlined on the Literacy Cycle Assessment Policies web page.

If one or more submission requirements are not met, it could result in a submission being deemed unscorable by the calibrated assessors, in which case the candidate will receive a score report marked incomplete with one or more condition codes indicating the technical requirement(s) that were not met. If this occurs, the candidate will need to work with their program/faculty to determine which technical requirements of the Literacy Cycle need to be addressed and resubmit. In few cases, the candidate may need to reengage in the full Literacy Cycle and then resubmit.

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

Video Guidelines

Candidates

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.

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 the pilot/field test site prior to submission. Once pilot/field test materials are uploaded and submitted for scoring, they cannot be returned to candidates or educator preparation programs.

Storage

Assessment materials are stored by Evaluation Systems in secure repositories and areas accessible only to authorized users via unique, secure login credentials for specific actions and for limited periods of time.

Access

By using industry-standard security software (encrypted protocols and encrypted and expiring tokens), the system ensures that access to view the stored assessment materials, including video files, is granted only to authorized users.

Complete Candidate Guidelines for Confidentiality of Video Recordings can be found on the [Literacy Cycle Assessment Policies web page](#).

Faculty

Preparation program faculty and staff must also take similar precautions with candidate video recordings. If a candidate permits an authorized faculty member to access his or her video recording, the faculty member must treat the video recording as a confidential assessment record. Faculty members may not:

Store/upload a candidate's video to a non-secure, shared system

Display a candidate's video publicly on a non-secure platform (e.g., through personal websites or through public websites such as YouTube™ or Facebook™)

Share a candidate's video with any other individual, preparation program, or entity unless permission is granted by the candidate and is within the parameters of the signed consent forms verified by the candidate for all individuals featured in the video.

Complete Faculty Guidelines for Confidentiality of Video Recordings can be found on the Literacy Cycle Faculty Policies and Resources web page.

Literacy Cycle Materials

The CTC owns all materials, including candidate submissions and data collected in relation to the Literacy Cycle. 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 Literacy Cycle site prior to submission. Once Literacy Cycle materials are uploaded and submitted for scoring, they cannot be returned to candidates or preparation programs.

Literacy Cycle 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 Literacy Cycle submission materials is four years. Candidate performance results are retained indefinitely. For more information on Literacy Cycle material retention, security, and authorized access, see Confidentiality and Security of Candidate Materials and Assessment Data on the Literacy Cycle Assessment Policies web page.

IV. Registration and Scoring Information

Assessment Fees

Candidates must pay the Literacy Cycle 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 Literacy Cycle has not been submitted for scoring. For current assessment fees and more information on expiration, withdrawal, and refunds, see the Literacy Cycle Fees, Payment Information, and Refund Policy web page.

Requesting Alternative Arrangements and/or Accommodations

Literacy Cycle candidates may submit a request for alternative arrangements and/or accommodations due to

- 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 Literacy Cycle Alternative Arrangements web page.

Passing Standard

Candidates must meet a minimum passing standard on each of the two CalTPA Instructional Cycles, Math and Literacy, to successfully meet the CalTPA requirement. The current passing standard for the Literacy Cycle is listed on the [Literacy Cycle web 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.

Assessor Qualifications

Literacy Cycle assessors are California education professionals with expertise in the credential 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

- PK–12 teacher

- PK–12 administrator (e.g., principal, assistant principal)

Requirement #2 -

- Hold a valid California Clear PK-3, Multiple Subject, or Education Specialist Teaching Credential

AND

- Have additional expertise in one (1) of the following ways:

  - Hold a Bilingual Authorization

  - Have completed (and have documentation of) professional learning of a structured literacy program

    o Non-exhaustive examples: LETRS, Orton Gillingham, SIPPS, CORE, Institute of Multi-Sensory Education, 95% Group, Wilsons, S.P.I.R.E., CRLP Results

  - Have university experience teaching coursework in literacy within the last 5 years

  - Hold a degree or graduate certificate in literacy

  - Reading or literacy researcher with relevant recent teaching experience

- ▪ National Board-Certified Teacher (NBCT) in Literacy: Reading-Language Arts- Early and Middle Childhood
- ▪ Reading and Literacy Added Authorization or Reading and Literacy Leadership Specialist Credential

Requirement #3 - Adhere to the following confidentiality requirements:

- Maintain the confidentiality of the assessment materials and knowledge gained as a result of participating in scoring the assessment, and will not share information with anyone (e.g., candidates, colleagues, etc.) without direct permission from the Commission and Pearson.

- Agree not to participate in any professional activity, beyond employment in a TK–12 school/district/county office or institution that requires candidates to use a CA-approved performance assessment, that results in payment for services related to supporting candidates in completing any CA-approved performance assessment. For example, TPA independent tutoring or consulting positions.

Requirement #4 -

- Reside in the state of California.

For more information about assessor qualifications and/or to apply to be an assessor, please see the bottom of the Literacy Cycle Faculty Policies and Resources web page.

Scoring and Quality Management

Literacy Cycle 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

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

Candidates receive an individual Assessment Results Report for their Literacy 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 performance assessment 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 [Literacy Cycle Assessment Policies web page](#).

Voided Results

A candidate's Literacy Cycle 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 [Literacy Cycle Assessment Policies web page](#).

Purchasing Vouchers

CalTPA vouchers 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, designee, or faculty should run a registration report to verify that all candidates have registered for the appropriate instructional cycle and credential area of emphasis. This ensures the candidate submits the correct cycle and credential 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.

Understanding the Assessment Process

I. Literacy Cycle Process

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

Register

Obtain and read assessment guide

Build a timeline for completing cycle

Develop evidence (written narratives, video[s], commentary, collected student assessment, etc.)

Meet with cooperating teacher, supervising faculty, and peers

Revise evidence based on feedback

Upload materials to ePortfolio system

Submit your work for scoring
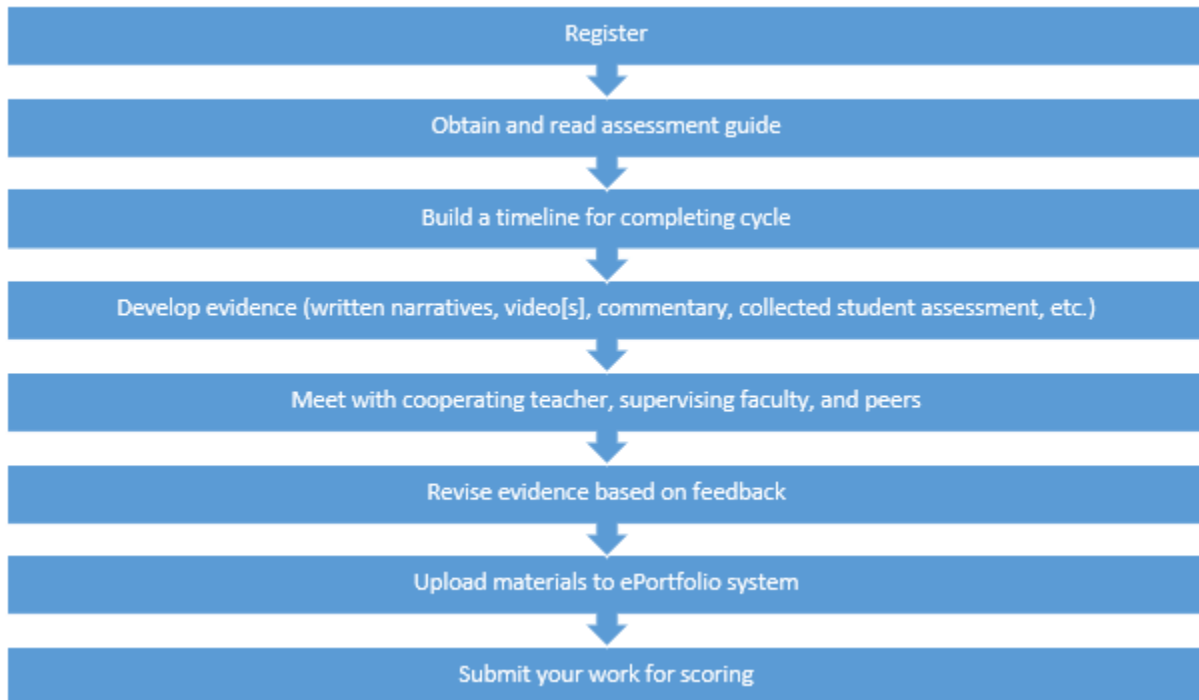
II. Supporting Candidates

Suggested Timeline

Below is a suggested timeline to accomplish the Literacy Cycle with your candidates. You can adapt this timeline to meet the needs of your program.

Notes:

*No template, but still a piece of evidence a candidate submits

**Submission materials include templates, teaching/assessment materials, videos, and student work samples

- Week 1
  - ❑ Faculty reviews Literacy Cycle field test assessment guide and rubrics with candidates.
  - ❑ Faculty reviews Literacy Cycle field test templates with candidates.
  - ❑ Faculty addresses technical supports needed for completing field test (e.g., access to recording device, computer).
  - ❑ Candidate ensures video recording permission for students in candidate's clinical practice setting.
  - ❑ Candidate brainstorms ideas related to the four Literacy Cycle steps: Plan, Teach and Assess, Reflect, Apply.

- Week 2
  - ❑ Candidate begins Step 1: Plan.
  - ❑ Candidate collects contextual information (e.g., discussing available, recent preassessments with cooperating teacher/supervising faculty).
  - ❑ Candidate determines the group size for the learning segment, with support from cooperating teacher/supervising faculty.
  - ❑ Candidate selects focus student, with support from cooperating teacher/supervising faculty.
  - ❑ Candidate completes Part A: Written Narrative: Contextual Information Template.

- Week 3

    - ❑ Candidate continues Step 1: Plan:

        - ❑ Plan Learning Segment (lessons and assessments).

        - ❑ Complete Part B: Written Narrative: Learning Segment Template.

        - ❑ Complete Part C: Written Narrative: Description of Assessments Template.

        - ❑ Prepare Part D: Description or Blank Copy of One Summative Assessment and the Rubric and/or Performance Criteria.*

- Week 4

    - ❑ Candidate completes Step 1: Plan.

    - ❑ Candidate engages in peer review of submission materials.**

    - ❑ Cooperating teacher/supervising faculty provides coaching support.

    - ❑ Supervising faculty checks for submission materials completion.

    - ❑ Candidate uploads Step 1 materials to the ePortfolio system and saves all submission materials.

- Week 5

    - ❑ Candidate begins Step 2: Teach and Assess.

    - ❑ Candidate teaches and video records all lessons and assessments from learning segment template.

    - ❑ Candidate selects their Part E: Video Clip(s) (1 to 4 video clips, totaling no more than 20 minutes).*

    - ❑ Candidate engages in peer review of videos.

    - ❑ Supervising faculty checks for submission materials completion and reviews videos (e.g., no technical issues, no edits in Part E videos).

- Week 6
    - ❑ Candidate completes Step 2: Teach and Assess.
    - ❑ Candidate completes Part F: Commentary (written commentary, no more than 8 pages; OR verbal/ASL commentary, up to 10 minutes of video).
    - ❑ Cooperating teacher/supervising faculty provides coaching support.
    - ❑ Candidate engages in peer review of commentary.
    - ❑ Supervising faculty provides candidate with voucher code.
    - ❑ Candidate creates account and registers for the field test in their credential area (e.g., MMSN, Multiple Subject).
    - ❑ Candidate uploads Step 2 materials to the ePortfolio system and saves all submission materials.**

- Week 7
    - ❑ Candidate begins and completes Step 3: Reflect.
    - ❑ Candidate scores the summative assessments for the students (including the focus student) taught during the learning segment based on the rubric and/or performance criteria.
    - ❑ Candidate saves/keeps a copy of the focus student's summative assessment and feedback to submit for Part G: Focus Student's Summative Assessment Response and Scored Rubric and/or Performance Criteria and Part H: Focus Student's Summative Assessment Feedback.*
    - ❑ Candidate completes Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results Template.
    - ❑ Candidate engages in peer review of submission materials.**
    - ❑ Cooperating teacher/supervising faculty provides coaching support.
    - ❑ Supervising faculty checks for submission materials completion.
    - ❑ Candidate uploads Step 3 materials to the ePortfolio system and saves all submission materials.

- Week 8
    - ❑ Candidate begins Step 4: Apply.
    - ❑ Candidate plans their follow-up activity in Part J: Written Narrative: Re-Teaching or Extension Activity Description Template.
    - ❑ Candidate teaches and video records their follow-up activity.

- Week 9

    - ❑ Candidate completes Step 4: Apply.

    - ❑ Candidate selects their Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity.*

    - ❑ Candidate completes Part L: Commentary (written commentary, no more than 2 pages; OR verbal/ASL commentary, up to 5 minutes of video).*

    - ❑ Candidate engages in peer review of submission materials.**

    - ❑ Cooperating teacher/supervising faculty provides coaching support.

    - ❑ Supervising faculty checks for submission materials completion.

    - ❑ Candidate uploads Step 4 materials to the ePortfolio system and saves all submission materials.

- Week 10

    - ❑ Faculty completes final check of candidate submission materials** for completion.

    - ❑ Candidate saves all submission materials.

    - ❑ Candidate uploads all submission materials to the ePortfolio system.

    - ❑ Candidate self-checks that the correct submission materials are uploaded for each step.

    - ❑ Candidate signs attestation related to originality (plagiarism, AI).

    - ❑ Candidate completes submission support survey.

    - ❑ Final Literacy Cycle Submission Deadline:

        - o It is recommended that candidates begin to upload all submission materials to the ePortfolio system one to two days before the deadline to allow time for all files and videos to upload. Uploading can occur in multiple sessions across multiple days.

        - o Candidates save all submission materials until they receive their scores in June.

Forms of Acceptable Support

Since the Literacy Cycle is to be embedded within a preparation program, it is expected that candidates will engage in professional conversations with faculty, program instructors, and cooperating teachers about teaching and learning associated with the TPEs assessed by the Literacy Cycle. Although there may be many opportunities to encourage a candidate's deeper

understanding and demonstration of literacy pedagogy, some supports are not acceptable within the Literacy Cycle process. For example, those who support the candidate may not give the candidate an answer to a prompt, choose their video clips, write their commentary, or submit Literacy Cycle evidence including written narratives, student work, or videos for them.

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

Program Standard 6 for the Preliminary PK–3 ECE Specialist Credential Program Standards, Program Standard 5 of the Preliminary Multiple Subject and Education Specialist Credential Program Standards, and the Teaching Performance Expectations cover 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 [Program Standards and Teaching Performance Expectations](#) for the specific credential area on the CTC website.

Best Practice 📹: **Formative Assessment &** **Practice**	*California Teaching Performance Assessment* Step 4: Apply *Formative Assessment & Practice*
	https://youtu.be/8oSiDe6MYuI

🤝

III. 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, nonbiased, 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 student information and their families/guardians. It is not appropriate, for example, for candidates to 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, as opposed to student names when describing their focus student. As someone who supports candidates with their Literacy Cycle, you may remind them to use appropriate tenses (past, present) throughout narratives and annotations. Encourage candidates to review their written narratives with their cooperating teacher and with peers, and to self-assess using the analytic Literacy Cycle rubrics.

IV. 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 appear engaging in instruction. Additionally, prior to a candidate submitting final evidence, programs should provide opportunities for candidates to watch their videos and practice writing commentary, and reflecting on what they see in the video(s). Commentary prompts can be used in any video and must be used at least once across the video segments. Videos submitted may not be edited. Both candidates and students must appear in video clips.

Best Practice 🎥 :
Thoughts on Video Recording

California Teaching Performance Assessment

Step 2: Teach & Assess
Thoughts on Video Recording

https://www.youtube.com/watch?v=roInnlNiiMY

Video Commentary

Candidates may choose to provide their Part F: Commentary in Step 2: Teach and Assess in either written or video form. If they choose to use the video format, they have up to 10 minutes total to provide commentary for their video clip(s). Candidates will need to ensure that they verbally respond to each commentary prompt in the course of their video commentary. They will also need to explain the focus of each of their Step 2: Teach and Assess videos, as well as what they are doing in each video and why. Unlike the videos of their instruction, which must be continuous and unedited, candidates may stop and start their recording of the video commentary as needed.

V. 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 school district does not have a standard one in place for families/guardians to sign. Sample video consent forms are available on the [Literacy Cycle Assessment Materials web page](#).

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 Literacy Cycle 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 Evaluation Systems 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 appear in video recordings. Assessors must be able to understand the dialogue in video recordings.

VI. Providing Guidance for Video Selections, Timestamps, and Commentary

Candidates should consider selecting video clip(s) that demonstrate how they, as the teacher, are engaging in effective literacy instruction and assessment.

Commentary must align with the situation or student(s) that are clearly evidenced in the video. The narrative provided in the commentary 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 address commentary prompts as many times as appropriate to clearly point out where they perform the skill or ability and why.

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

Unclear commentary (lacking specificity)

- Video 1- 00:00:00 - 00:04:33 — What direct and explicit approach did you use to teach the selected foundational reading skill(s) to actively engage students and support students' progress toward meeting the strand(s)/standard(s)-based ELA/Literacy and ELD goals? Why did the selected approach support the literacy development of your students?

"My students are learning foundational reading skills."

"I am using a direct and explicit approach."

Descriptive commentary (noting specifics)

- Video 1- 02:11 - 00:02:53 — What direct and explicit approach did you use to teach the selected foundational reading skill(s) to actively engage students and support students' progress toward meeting the strand(s)/standard(s)-based ELA/Literacy and ELD goals? Why did the selected approach support the literacy development of your students?

"In this clip, I am teaching students the letter t and it's sound. I am modeling the t sound using examples of items in the classroom and having students repeat the sound with me. I ask students to identify other items they can identify that start with the letter t and ask them to isolate the initial sound in their examples. This helps students engage in meeting our goals by tying in objects in our classroom, as well as from their own lives and supports their literacy development by having them learn to begin to identify initial sounds in words."

VII. General Considerations

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 and/or activity 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.

Best Practice 🎥:
Understanding the Summative
Assessment

California Teaching
Performance Assessment

Step 4: Apply
Understanding the
Summative Assessment

https://www.youtube.com/watch?v=SPcM19v-el4

Candidate Support 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 Literacy Cycle.

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 must 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.

Vouchers (Optional)

Preparation programs may purchase Literacy Cycle 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 Literacy Cycle. Candidates use unique voucher codes as payment for the assessment fee when registering for the Literacy Cycle.

For additional information on purchasing vouchers, please visit the Purchasing Vouchers web page on the California Educator Credentialing Assessments website or see the Purchasing Vouchers section of this program guide.

Candidate Remediation

For candidates who are not successful in meeting the passing standard for the Literacy 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.

> PK–3 ECE Program Standard 6B (3), **MS and EdSp 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 the Literacy Cycle will receive an Assessment Results Report for the Literacy Cycle. 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 Literacy Cycle submission.

Occasionally, a candidate may receive a condition code due to missing evidence or a technical issue (e.g., a submitted video recording will not play). In this case, scores are not provided, and a candidate has the opportunity to provide the missing evidence that was identified through the condition code(s) and then receive their scores.

- For information on resubmitting, see the [Literacy Cycle Assessment Policies web page](#).
- For additional guidance on acceptable forms of candidate support, see the Literacy Cycle guidelines for Acceptable Support on the [Literacy Cycle Faculty Policies and Resources web page](#).

Suggested program steps for candidate support and remediation are:

Step One: On a monthly basis, Program Coordinators and/or faculty are expected to review the Institution Data (Cycle) Report, generated by Evaluation Systems on [Results Analyzer](#), and contact each candidate who did not meet the passing standard or was given a condition code for missing evidence. The program should invite candidates who did not meet the passing standard or received condition codes to a coaching session. Candidates need to bring their Assessment Results Report and a copy of their submission, including video clips with commentary, for the Literacy Cycle. The program should meet with each candidate within a week or sooner 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 Literacy Cycle. Facilitate a conversation, having the candidate walk through each step of the Literacy Cycle, and map their evidence to the corresponding rubric. Through this process, you and the candidate can see where evidence was missing or unclear. Condition codes are assigned when evidence is missing.

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

Step Four: Program coordinators, supervising faculty, and/or cooperating teachers offer resources, evidence-based practices, and coaching to support the candidate as they prepare for

resubmission. In most cases, just one or two evidence requirements may need to be revised; in others, the candidate may need to re-do the entire submission.

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 candidate's first submission. Assessment score results will be provided within three weeks of the submission deadline. Candidates who submit three or more times due to a condition code will no longer be required to pay the assessment fee to resubmit.

Performance Assessment Data to Inform Programs

Preparation programs can access data through Results Analyzer 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. Programs are also encouraged to visit their Accreditation Data Dashboard. Preparation programs will be held accountable to the performance assessment program requirements that are defined in Preliminary PK–3 ECE Specialist Credential Standard 6 and Preliminary Multiple Subject and Education Specialist Credential Program Standard 5: Implementation of a Teaching Performance Assessment.

Literacy Cycle Asset-Based Lesson Planning Considerations

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I. ELA/ELD Framework

Guiding candidate's literacy instruction is the ELA/ELD Framework, which is organized by the crosscutting themes of the strands/standards: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. These themes highlight the interconnectedness of the Preschool/Transitional Kindergarten Learning Foundations for Language and Literacy, the Common Core State Standards for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the ELD Standards (Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Skills).

The Circles of Implementation[2]

Effective literacy instruction includes evidence-based methods of teaching all five themes of the framework:

- Foundational reading skills: Foundational reading skills are defined as:
- print concepts, including letters of the alphabet;

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[2]

- phonological awareness (e.g., counting syllables, recognizing and/or producing rhymes, including phonemic awareness (e.g., blending, segmenting, isolating or manipulating phonemes);
- phonics, spelling, and word recognition (e.g., the relationship between phonemes and graphemes);
- decoding and encoding (e.g., teaching irregular words and spelling patterns, teaching the relationship between reading and writing);
- morphology/morphological awareness (e.g.; identifying prefixes and suffixes); and
- text reading fluency, including accuracy, prosody [expression], and rate [an indicator of automaticity] (e.g., using repeated reading, modeling prosody)
  In TK–3 settings, foundational reading skills also include:
  - creating literacy environments that are print rich and that foster interest in print (e.g., classroom displays, books available to students)
  - games, books, poetry, oral storytelling, and songs that draw attention to print, and the manipulation of sounds, and alphabet letters
  - meaning making, which is at the heart of ELA/Literacy and ELD instruction. Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research.

- Language development: Language development, especially academic language, is crucial for learning. It is the medium of literacy and learning; it is with and through language that students learn, think, and express. The strands of the PTKLF for Language and Literacy or CA CCSS for ELA/ Literacy — Reading, Writing, Speaking and Listening, and Language— all have language at the core, as do the parts of the CA ELD Standards— "Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Literacy Skills."

- Effective Expression: Effective expression in writing, discussing, and presenting depends on drawing clear understandings from and interacting with oral, written, and visual texts. These understandings may be literal or inferential. Cogent presentations in speaking and writing result from repeated encounters with texts; these encounters are driven by different purposes, which help students analyze and interpret texts in terms of validity and linguistic and rhetorical effects.[3]

- Content Knowledge: Reading, writing, speaking, listening, and language are tools for acquiring, constructing, and conveying knowledge. Students who exhibit the capacities of literate individuals build strong content knowledge. As stated in the CA CCSS for ELA/Literacy, "Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain

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[3] 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking" (CDE 2013, 6). [4]

Foundational reading skills help students make meaning, develop language, communicate effectively, and acquire content knowledge. Reciprocally, progress in these themes supports students' progress in foundational reading skills. Students do not need to demonstrate proficiency in foundational reading skills in order to receive instruction and make progress in the additional themes. Instruction that integrates themes with foundational reading skills encourages students' literacy development.

The CDE held a recent webinar series titled Re-Centering the ELA/ELD Framework. Recordings, slides, and documents are available online. Additionally, a draft Resource Guide on Preparing Teachers for Effective Literacy Instruction was created as a program resource guide that identifies the teaching knowledge, skills, and abilities necessary to implement effective literacy instruction. This document is a compilation of state-adopted materials that impact literacy instruction in California and is intended to serve as a resource and guide for teacher preparation programs to support effective preparation for literacy instruction.

II. English Language Development

An underlying foundation of the Literacy Cycle is its focus on assessing candidates' ability to serve the needs of all students, including English learners. Therefore, all candidates should be conversant with the California Preschool/Transitional Kindergarten Learning Foundations for Language and Literacy Development (PTKLF: Language and Literacy Development), 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 Literacy Cycle. Note: for Bilingual candidates, the current California Spanish Language Development Standards may also be used. The following diagram illustrates the interrelationship between the CA ELD Standards, the PTKLF: Language and Literacy Development, and the CCSS in ELA/Literacy.

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[4] 3 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

The CA ELD Standards

AMPLIFY

the CCSS for ELA/Literacy.

Spycher, WestEd (2013)
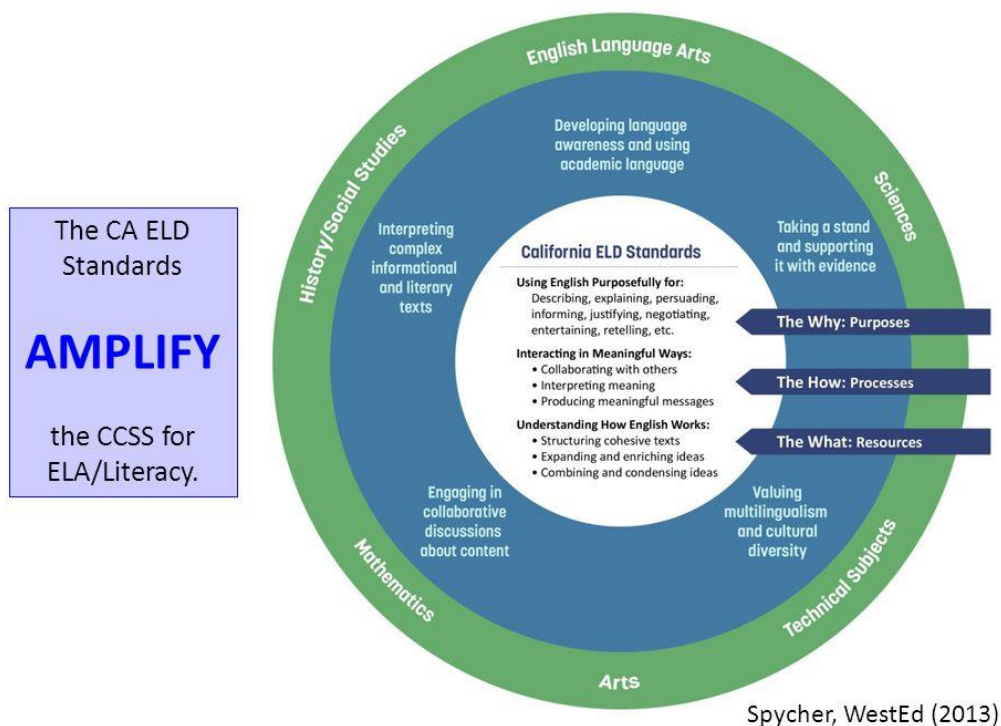
Preparation program coursework should provide the opportunity for candidates to do a deep dive into the CA ELD Standards and/or the [PTKLF: Language and Literacy Development](#). The CA ELD Standards and reflect what students should know and be able to do, both at each grade level and at each level of English learning. They also list the corresponding ELA/Literacy Standards that connect to the selected ELD Standard. Note that these strands/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.

ELPAC

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. School administrators 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.

Students will take the Initial ELPAC if their primary language on their Home Language Survey is one other than English. This assessment helps identify students who need support in learning English while they receive instruction in all content areas. Levels for the Initial ELPAC are Level 1: Novice English Learner, Level 2: Intermediate English Learner, and Level 3: Initial Fluent English Proficient.

The Summative ELPAC measures how students who are English learners are progressing with English language development in reading, writing, speaking, and listening. Data from this assessment can also help determine if a student is ready to be reclassified as "Fluent English Proficient." Levels for the Summative ELPAC are Level 1, Level 2, Level 3, and Level 4. To be considered for reclassification, one of the factors is an Overall ELPAC score of Level 4.

For information on the Alternate ELPAC, see the Alternate ELPAC section of this program guide.

Integrated and Designated ELD

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 a literacy methods course. This should include clear explanation and guidance on the roles of both designated (self-contained or specialized) and integrated (core content or departmentalized) ELD. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD strands/standards to assist English learners to develop critical English language skills necessary for academic content learning in English. Integrated ELD is defined as instruction in which the state-adopted ELD standards and PTKLF: Language and Literacy Development are used in tandem with the state-adopted academic content strands/standards. Integrated ELD includes specifically designed academic instruction in English. In the LPA, candidates will have the opportunity to demonstrate integrated ELD if they have English learners as a part of their learning group.

Sample lesson plans using a variety of planning tools from the program, participating districts, and vignettes from the ELA/ELD Framework can provide concrete examples for candidates as they develop their own plans. Preparation program coursework based in literacy should include guidance on integrating CA ELD Standards. 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 Strands/Standards and the ELA/Literacy Strands/Standards.

The ELD Roadmap

Four principles support the vision and provide the foundation of the CA English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, twenty-first century education for the state's English learners. Underlying this systemic application of the principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system

have a role to play in ensuring the access and achievement over one million English learners who attend our schools. The principles address the following themes:

1. Assets-Oriented and Needs-Responsive Schools

2. Intellectual Quality of Instruction and Meaningful Access

3. System Conditions that Support Effectiveness

4. Alignment and Articulation Within and Across Systems

These principles, and the elements delineated for each, are research- and values-based, and build upon California's academic content and ELD standards, the California ELA/ELD Framework, Blueprint for Great Schools 1.0 and 2.0, and other state policy and guidance documents.

III. Interdisciplinary Literacy Instruction

Preliminary credential candidates may teach in a setting where they implement an interdisciplinary approach by combining content from another area with literacy. For example, a candidate may be teaching a literacy lesson plan that combines both social studies and art content strands/standards to students. When lessons are interdisciplinary, the candidate must be careful to articulate and demonstrate their teaching of the ELA/Literacy Strands/Standards and the ELA/ELD Framework. The Literacy Cycle submission should include the following details:

- reference to the current, approved grade-level California ELA/Literacy Standards or PTKLF Language and Literacy Development Strands and ELA/ELD Framework in the learning segment and related materials

- learning goals and assessments that address the selected foundational reading skill(s) and the selected additional theme(s) (meaning making, language development, effective expression, content knowledge)

- student activities that primarily reflect reading, writing, speaking, and/or listening (activities will undoubtably include the other content, but the candidate should focus their Literacy Cycle response on the primary content of literacy)

IV. Direct, Systematic, and Explicit Instruction

The California Dyslexia Guidelines provide the following definitions for direct, systematic, and explicit instruction: All concepts are directly and explicitly taught to students with continuous student–teacher interaction. Learning is never assumed. All concepts, skills, and procedures are deliberately taught and practiced with teacher guidance and feedback. The goal of instruction is always independent and functional use. Systematic means that organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult. The California Collaborative of Learning Acceleration (CCLA), along with Contra Costa County Office of Education and California Collaborative for Learning Acceleration along with the Santa Clara County Office of Education, has developed modules related to evidence-based practices for teaching foundational reading skills.

Gradual Release of Responsibility

Candidates may need some guidance on when to move from a teacher-directed lesson to allowing students to assume responsibility. One way to use this is the gradual release of responsibility. The ELA/ELD Framework explains the five stages as:

1. An explicit description of the strategy and when and how it should be used

2. Teacher and/or student modeling of the strategy in action

3. Collaborative use of the strategy in action

4. Guided practice using the strategy with gradual release of responsibility

5. Independent use of the strategy

Popularly known as "I do it," "We do it," "You do it together," and "You do it alone" (Fisher and Frey, 2014, 3), this model can be applied across many disciplines and skill areas. The end goal is for students to be able to apply skills and concepts independently, and while some individual lessons may display many or all of the steps of the gradual release of responsibility model, others may not. Some approaches accomplish the same goal over the course of a unit or through an initial stage that features student exploration (e.g., inquiry-based learning). Keeping in mind the goal of student independence, effective instruction is thoughtfully planned and implemented to move carefully through levels of scaffolding, teacher direction, and student collaboration to achieve that aim.

California Dyslexia Guidelines

The California Dyslexia Guidelines were written in response to AB 1369 in 2015. The purpose of these guidelines is to assist general education teachers, special education teachers, and parents in identifying, assessing, and supporting students with dyslexia. The UC/CSU Collaborative for Neurodiversity and Learning has developed e-learning modules that are aligned with the CA Dyslexia Guidelines to support the literacy development of all students, including those with dyslexia.

V. Developmental Considerations for Students

Developmentally Appropriate

Developmentally appropriate practice (DAP)[5] refers to a framework of principles and guidelines for practice that promotes young children's optimal learning and development. DAP is a way of framing a teacher's intentional decision making. It begins with three Core Considerations:

(1) what is known about general processes of child development and learning;

(2) what is known about the child as an individual who is a member of a particular family and community; and

(3) what is known about the social and cultural contexts in which the learning occurs.

The table below,[6] adapted from the [ELA/ELD Framework](#), outlines developmentally appropriate practices in literacy and language for young children.

Programs provide the following:

- Caring and knowledgeable educators who
  - are physically, emotionally, cognitively, and verbally present
  - respectfully partner with families and communities to understand, respond to, and prepare appropriately for differences in ability, backgrounds (including language variety), and interests
  - are intentional in the experiences they offer children while also being responsive to child-initiated inquiry
  - provide individualized attention and engage in adult-child interactions
  - have high expectations and clear, appropriate learning goals for all children
- The full range of experiences that foster literacy development, including
  - well-conceived, well-delivered, and comprehensive instruction and experiences in each of the components of early literacy situated within a nurturing environment that fosters the development of the child in all domains
  - a rich and coherent curriculum in the content areas situated within a nurturing environment that fosters the development of the child in all domains
  - an integrated curriculum in which learning experiences are organized around big ideas and themes so that content area and literacy experiences support and build on one another

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[5] https://www.naeyc.org/resources/position-statements/dap/glossary

[6] **Center for the Advancement of Reading. 2010.** *The Early Years: Promoting a Promising Start in Literacy Development,* **15. Long Beach, CA: California State University.**

- Environments that support literacy learning by being
    - physically and psychologically safe environments
    - environments that encourage and foster imaginative play
    - language-rich environments
    - print-rich (or tactilely rich) environments
    - writing-rich environments
    - cognitively stimulating environments
- Access to numerous high-quality books and myriad other print, visual, and auditory media
    - of all genres and that represent diverse populations and human perspectives
    - that reflect children's interests and backgrounds and also expand their interests and build their background knowledge
    - that include books and other media in the primary language(s) of the children
    - in well-stocked libraries and throughout the setting
    - that children can explore on their own in comfortable and quiet locations
    - that are read aloud to individuals, small groups, and the whole group
    - that are read repeatedly and daily

VI. Co-Teaching

If preparation programs incorporate co-teaching[7] as the clinical practice model, the candidate is expected to co-plan and deliver lessons and/or activities and assess or grade student work. Preparation programs that utilize a co-teaching clinical practice model, in conjunction with a collaborative mindset surrounding the Literacy Cycle, align with Ball and Cohen's (1999) term "learning in and from practice"; cooperating teachers support candidates' daily growth and reflection, while the Literacy Cycle 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 Literacy Cycle assesses the candidate's capacity to teach and assess, not the cooperating or general education teacher's capacity to teach and assess. Throughout the process of completing the Literacy Cycle, candidates may seek feedback from their cooperating teacher and the general education teacher. For policy guidelines regarding feedback, please see the Acceptable Support link on the Literacy Cycle Faculty Policies and Resources web page.

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[7] "Two or more people sharing responsibility for teaching all the students assigned to a classroom. It involves the distribution of responsibility among people for planning, differentiating instruction, and monitoring progress for a classroom of students" (Villa, Thousand, and Nevin, 2013).

Literacy Cycle Instructional Strategies

I. Asset-Based Instructional Design for All Students

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/grade-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(s) leverage students' cultural and linguistic assets, socioeconomic backgrounds, prior experiences, and interests related to the content of the lesson(s).

Teachers regularly gather information (e.g., assessment data, personal observation, evaluative reports) to address their students' needs, including 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(s), student engagement, and learning. The Literacy Cycle requires 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 any given lesson(s).
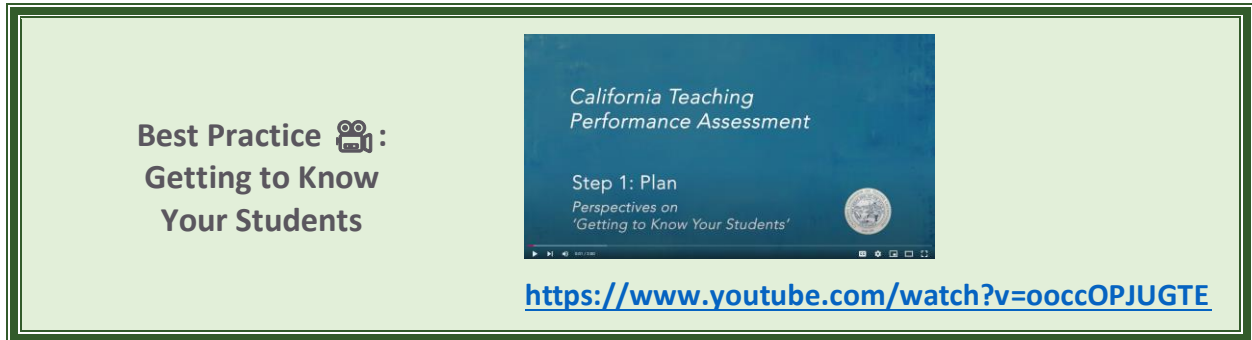
> Asset-based pedagogies view the diversity that students bring to the classroom (e.g., culture, language, disability, socio-economic status) as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, and culturally sustaining pedagogy are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

These assets may include the following:

- prior knowledge and skills related to the literacy lessons
- accumulated knowledge and experience related to literacy outside the classroom
- individual interests and passions related to the literacy lessons
- the "flip side" of a learning need may be an asset

- sensory efficiency for a student who is visually impaired
- culture(s)
- language(s)

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(s).

Best Practice 🎥:
Getting to Know
Your Students

https://www.youtube.com/watch?v=ooccOPJUGTE

Cultural and Linguistic Assets

The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.[8]

II. 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. The most recent update addresses barriers related to exclusion and bias. UDL implementation is facilitated by the application of the UDL Guidelines (CAST, 2024) 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. However, it should be noted that the guidelines are not meant to be used as a checklist. Furthermore, implementation of UDL and the application of the guidelines are not a replacement for special education services or an Individualized Education Program (IEP). Rather, the purposeful

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[8] https://www.cde.ca.gov/sp/el/rm/principleone.asp

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 strands-/standards-based instructional design, the proactive design of learning environments involves the thoughtful alignment of strands/standards and goals, 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 vertical categories: engagement, representation, and action and expression. Additionally, the UDL Guidelines are organized into rows: access, support, and executive function.

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 for more detailed information and practices for a UDL approach.

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

Supports

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.

> 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.

Candidates may tend to focus on the written work produced by English learners. The CA ELD Strands/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.

Misconceptions

Candidates often hold misconceptions about the English language abilities of their students, which then impacts their work on the Literacy Cycle. Addressing these misconceptions before Literacy Cycle 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 cooperating teacher, special education teacher, or counselor—are helpful.

IV. Student Grouping Strategies

Student grouping should be intentional and should serve the purpose of the ELA/Literacy and ELD learning goals established for the lesson. At times, whole group instruction may be provided, while individual or small-group instruction may be utilized for other activities. Both heterogenous and homogenous groupings should be employed. Heterogenous groups are particularly important for English learners and when working on the additional theme of effective expression and should allow students to interact with a variety of their peers and can be teacher or self-selected. Homogeneous groupings can be effective when working on similar skills, such as working on reading texts at a similar level or addressing designated ELD instruction.

Cooperative, collaborative, or small-group learning, including inclusive grouping in a co-teaching model, supports social-emotional development skills in addition to age and/or developmentally appropriate higher-order thinking skills. 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. Student grouping strategies should always consider the ability to support the movement, mobility, and sensory and/or specialized health care needs of all students, which may also include incorporating instructional and assistive technology.[9]

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[9] 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

Authentic partner or group work is dependent on students sharing resources and information; there must be a desired learning outcome for students to successfully interact in this manner. The size and time allotted to student-group activities should be driven by data, learning objectives, and IEP goals (if applicable). Elizabeth Cohen and colleagues at Stanford University developed Complex Instruction to advise on how to achieve equity in the classroom. The goal of Complex Instruction is to facilitate academic success for all students through group-work activities.

V. Instructional Adaptations (Accommodations and/or Modifications)

In the Literacy Cycle, candidates are asked to introduce their students in Part A: Contextual Information. Here, candidates are asked about their student's(s') cultural and/or linguistic assets and/or interests related to literacy and language, English language development, and identified learning needs. Knowing this information helps candidates determine adaptations (e.g., accommodations and/or modifications, language supports, IEP supports/services) to address the focus student's learning needs based on their assets and/or interests. Adaptations can address the physical environment, preferred language (ASL or spoken), AAC, and mobility and sensory needs, as well as the focus student's academic needs. Candidates need to clearly articulate what adaptations they plan to employ within their lesson plan and how the adaptations support the IEP goals for the student(s). The adaptations should describe what will be done to help the student(s) achieve the ELA/Literacy and ELD learning goals.

Accommodations provide the student(s) the ability to meet the ELA/Literacy and ELD goals by changing the response method (e.g., allowing a student to respond in braille), setting (e.g., preferential seating), time (e.g., extended time), presentation (e.g., multi-sensory techniques), or schedule (e.g., dividing an assignment over several sessions) to allow equitable access to instruction and assessment. Modifications are adjustments that change what is expected or measured and should be used with caution as they alter learning expectations and can increase the gap between the achievement of students with disabilities and expectations for proficiency. Examples of accommodations are available in Figure 9.7 of Chapter 9 of the ELA/ELD Framework and examples of modifications are available in Chapter 9 of the ELA/ELD Framework.

VI. Deep Understanding and Age and/or Developmentally Appropriate 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, such as a sequential literacy standard, and situations, such as generalizing or transferring of a skillset between multiple settings. 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 literacy 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.

Age and/or developmentally appropriate 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* (1969), HOTS extend beyond basic observation of facts and memorization and move deeper into application, analysis, synthesis, evaluation, creation, and innovation. Simply stated, implementing HOTS promotes students to become more creative thinkers and better problem solvers, resulting in deep learning of literacy content.

> For additional information on deep understanding and age and/or developmentally appropriate higher-order thinking skills, please see *Preparing Teachers for Deeper Learning* by Linda Darling-Hammond and Jeannie Oaks (2019). 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."

Literacy Cycle Analytic Rubrics

Preparation programs should weave Literacy Cycle 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 Literacy Cycle process as they self-assess and peer assess. Faculty and cooperating teachers should use the language of the rubrics when providing feedback to candidates. Literacy Cycle 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. Essential questions and analytic rubrics can be found in the Literacy Cycle performance assessment guides.

Best Practice 🎥:
An Overview on Rubrics

California Teaching Performance Assessment

Step 1: Plan
An Overview on Rubrics

https://www.youtube.com/watch?v=QnPuqbp8KzA
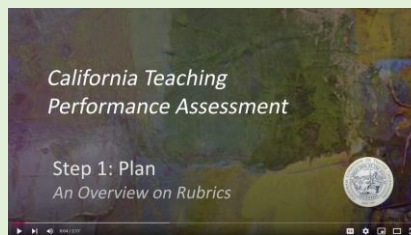
In coaching candidates' review of their submissions, it is useful for them to follow a process similar to that of an assessor as they review and revise their submission. That process is as follows:

- For each rubric, the assessor reviews the essential question and looks to the "Sources of Evidence" at the bottom of the rubric (e.g., Parts A–D in Step 1) that they are able to review in scoring that rubric.

- As they review the sources of evidence, they focus on the expectations in Level 3 (e.g., constructs) of the rubric. Level 3 mirrors the expectations of the essential question.

- Assessors look for at least one piece of evidence from the list of "Sources of Evidence" for each construct 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 based on the candidate's provided evidence.

Preparation programs can use the rubrics as a teaching tool by integrating them into specific assignments or clinical practice. For example, Rubric 2.1, Plan, could be used during a course that focuses on how to write learning goals, plan for assessments, and create a progression of learning that builds on students' assets. Focus on and provide examples of literacy lessons that leverage students' cultural and linguistic assets, dialects, and/or home communities that align with one another to create a progression of learning. 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 the Literacy Cycle rubrics for the first time when they work through the Literacy 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 Literacy Cycle evidence using the analytic rubrics:

- Using "buzzwords" associated with concepts or repeating back the language used in a prompt, such as the terms "direct, systematic and explicit," in and of itself does not demonstrate a candidate's understanding or capacity if the actual dispositions and strategies of direct, systematic, and explicit literacy instruction are not evidenced in the Literacy 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 the Literacy Cycle, clearly state which evidence will 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 or there is a technical issue (e.g., a video recording cannot be played), a condition code will be applied and the submission will not be scored. Without evidence, a score judgment on a rubric cannot be made in a consistent manner for all candidates. It is important for candidates to carefully review and check their evidence in the online system prior to submitting to ensure that they have uploaded the correct documents and videos and that all video recordings play.   The program plays an important role in providing support to the candidate. For further information on acceptable supports, see the Literacy Cycle guidelines for Acceptable Support on the Literacy Cycle Faculty Policies and Resources web page.

Literacy Cycle: Assessment-Driven Literacy Instruction

I. General Overview

The Literacy Cycle focuses on how to provide effective literacy instruction, use multiple types of assessments, analyze results, and provide specific, actionable feedback 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 formative assessment and summative 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 Literacy Cycle completion. Candidates use multiple assessments to understand what their students know and have yet to learn to meet set ELA/Literacy and ELD goals. This understanding, in turn, drives their instructional next steps.

Candidates may teach in a setting where they teach interdisciplinary lessons. When lessons are interdisciplinary, the candidate must be careful to articulate and demonstrate their teaching of the ELA/ELD Framework, and based on their clinical practice placement, California Preschool/Transitional Kindergarten Learning Foundations, California ELA/Literacy Standards, and ELD Standards.

II. Critical Concepts for the Literacy Cycle

The CalTPA Glossary, also provided at the end of each Literacy Performance Assessment Guide, provides detailed definitions for the key concepts candidates encounter when preparing their Literacy Cycle submission. Below are selected concepts from the Literacy Performance Assessment Guide or CalTPA Glossary that are helpful to candidates and critical to understand in order to complete the Literacy Cycle.

Learning Segment

A learning segment 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 an outline of three to five lessons and their corresponding assessments. Candidates need to provide enough detail about their application of findings from previous literacy assessments, adaptations (accommodations and/or modifications) for students, and how they will address integrated ELD to demonstrate their capacity to plan asset-based instruction and assessments. Candidates will also provide their grade-level, strand(s)/standards-based ELA/Literacy and ELD goals and identify the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework (meaning making, language development, effective expression, content knowledge) they are addressing.

Candidates should strive to go beyond copying and pasting general strategies from one lesson to another 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.

The instruction and assessment sequence must include formative assessment(s) and a summative assessment in the final lesson of the learning segment. For interdisciplinary learning submissions for the Literacy Cycle, candidates need to be sure to address ELA/Literacy and ELD stand(s)/standards, learning goals in the student activities, and assessments. The literacy focus must be clearly present across the lessons. Candidates must explain how they will use integrated ELD. For more information on formative and summative assessment, see Chapter 8 of the ELA/ELD Framework.

A resource for candidates to use in their selection of CA ELA/Literacy and ELD standards is the CA Standards Mobile Application. Candidates can use the mobile app for quick access to the ELA/Literacy and ELD Standards. They can use the app to search, filter, and sort standards to isolate specific content and inform decisions around instruction and assessment.

Best Practice 🎥 :
Thoughts on Lesson Planning

https://youtu.be/gLDudDVdMHQ

Rubrics and/or Performance Criteria for Student Work

For the summative assessment candidates are required to provide a literacy-specific rubric and/or performance criteria that is 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 and/or performance criteria 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 literacy-specific rubrics and/or performance criteria. 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. The Center on Standards and Assessment Implementation provides descriptions and examples of performance (success) criteria.

Rubric

A rubric is a tool for scoring student work or performance, typically in the form of a table or matrix, with qualitive 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.

Performance Criteria

Performance criteria are the specific ways that students will demonstrate and provide evidence of their learning. They are derived from the ELA/Literacy and ELD goals and explicitly describe what students will say, do, make, or write to demonstrate they are progressing toward meeting the ELA/Literacy and ELD goals[10]. Performance criteria should be clearly communicated to the students in advance of the assessment.

Progress Guides

In addition to rubrics, teachers may use progress guides to help provide specific feedback to the student(s) about an aspect of a rubric. Progress guides are tools for helping the student(s) 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 the student(s) and teachers generate differentiated formative feedback. A progress guide is designed to support developmental and linguistic needs of the student(s) in peer assessment and self-assessment tasks.

Adjusting Instruction

These are instructional moves made during instruction as a result of the candidate's in-the-moment analysis of the student's(s') response to instruction through formative assessment, often called "assessment for learning." Candidates should be encouraged in the video commentary and reflective narratives to reveal their thinking about why adaptations were made during instruction. For example, commentary might read, "I noticed that my students were not understanding how to introduce a topic in their writing. I decided to stop my presentation of how to write a topic sentence and asked my students to share their ideas for how to introduce a topic 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 introduce a topic in their writing gave every student the opportunity to engage in the question and lowered the stakes, building student confidence."

Actionable Student Feedback

In addition to effective literacy instruction, the Literacy Cycle 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, actionable feedback to their students based on formative assessment and summative 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: Actionable feedback communicates the degree to which students have met the

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[10] Building Blocks, Learning Goals, and Success Criteria

learning goals based on the evidence provided by the student in their assessment response(s), what students have done well, and what students can do next to improve their learning. Questions candidates can ask themselves are:

- 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?

Concurrent Bilingual Credential Candidate Submissions

Overview

All candidates who are concurrently earning a Bilingual Authorization may complete components of the Literacy Cycle 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 Literacy Cycle 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[11] by candidates.

For additional information, please refer to Bilingual Candidates and the CalTPA.

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[11] 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. 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 Literacy Cycle and preparation program:

- Preparation programs, Teacher Performance Expectations (TPEs), and the California Standards for the Teaching Profession (CSTP) are closely aligned, however the TPEs include a new Literacy Domain. 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.

- Literacy Cycle results help pinpoint areas of future growth for your candidates. The Literacy Cycle 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.

Synchronous Online Learning Environment

Providing Guidance for Online Settings

Candidates teaching in an online setting must meet the requirements specified in the Literacy Cycle performance assessment guides. Preparation programs must work with candidates to determine whether a synchronous online setting is suitable for completing the requirements of the Literacy Cycle within the current parameters of the Literacy Cycle 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 commentary prompts must be addressed 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 (i.e., transcribe any conversation that may be difficult to hear or understand). Captions must be embedded within the video file.

Instruction must be based on grade-level California Preschool/Transitional Kindergarten Learning Foundation: Language and Literacy Development, California ELA/Literacy Standards and/or the ELA/ELD Frameworks, literacy pedagogy, and knowledge of the student; address Literacy Cycle 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.

The learning segment in the Literacy Cycle 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.

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 summative assessment and corresponding rubric and/or performance criteria.

Candidates must continue to collect and submit the focus student's summative assessment response 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).

PK–3 ECE Specialist and Multiple Subject Literacy Cycle

I. General Overview

Candidate placement impacts potential success on the Literacy Cycle. Candidates should be placed in a school setting where they will work with a variety of students, including students who:

- are English learners

- have district-identified literacy learning needs

- have challenges with making progress toward meeting the ELA/Literacy strands/standards

- have gaps in knowledge and/or misconceptions related to the expected foundational skills for literacy for their age/grade level

> **PK–3 ECE Specialist Clinical Practice Placements**
>
> Standard 3A addresses the clinical practice requirements for PK–3 candidate:
>
> *Clinical practice experiences must include two different grade levels within the PK–3 grade range including at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting and a minimum of 200 hours in a Kindergarten through third grade (K–3) setting. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom. Candidates in a Teacher Residency program pathway must have experiences in a different grade level than which they are doing their residency placement*
>
> In order to meet the requirements set forth by SB 488 related to direct, systematic, and explicit instruction in foundational reading skills, **PK–3 candidates must complete their Literacy Cycle with students in TK–third grade**. Strands/Standards referenced must be the California Preschool/Transitional Kindergarten Learning Foundations, California ELA/Literacy Standards, ELD Standards, and ELA/ELD Framework. PK–3 candidates can complete their Math Cycle in a PK setting.

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 Literacy Cycle, including:

- opportunities for candidates to practice teaching foundational reading skills

- opportunities for candidates to practice teaching the additional themes from the ELA/ELD Framework

- information provided for cooperating teachers about the expectations for candidates in the Literacy Cycle
- allowance for the required video recordings of students and candidates in the classroom and/or learning environment

The Literacy Cycle measures selected elements of TPE Domains 1–6, as well as TPE Domain 7: Effective Literacy Instruction for All Students, or TPE Domain 7: Effective Literacy Instruction for PK–3 Settings.

> The Preliminary PK–3 ECE Specialist and Multiple Subject Program Standards, Standard 3B, (Published June 2023) states the following:
>
> Clinical sites should be selected that demonstrate commitment to developmentally, culturally, and linguistically appropriate practices as well as to collaborative relationships with families/guardians. In addition, clinical sites should demonstrate 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.

II. Literacy Cycle Considerations by Step

Step 1: Plan

Candidates begin the Literacy Cycle 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 students that they worked with during the Math Cycle, 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 the Literacy Cycle varies from the Math Cycle, shifting from a focus on planning one lesson for a group and three focus students to planning multiple lessons and administering assessments to a whole class/small group of students and one focus student. Engaging in two cycles of instruction provides the opportunity for candidates to demonstrate the full depth and breadth of their teaching.

While the Literacy 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. What guides a candidate is who their students are (assets and learning needs) and what literacy content they are teaching. Knowing how to plan 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 interdisciplinary content for the Literacy Cycle must remember to emphasize literacy. ELA/Literacy and ELD strands/standards, learning goals, the ELA/ELD Framework and student activities and assessments need to demonstrate students' engagement with literacy.

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	• With the guidance of your cooperating teacher and/or supervising faculty, review recent, available literacy assessments, screenings, literacy and/or language profiles, and/or other information for your students. • Select one focus student (FS). • Provide contextual information for your students, including the 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.	• **Part A:** Written Narrative: Contextual Information (no more than 4 pages) • **Part B:** Learning Segment Template (no more than 5 pages per lesson) • **Part C:** Written Narrative: Description of Assessments (no more than 5 pages) • **Part D:** Description or Blank Copy of One Summative Assessment and the Rubric and/or Performance Criteria

Step 1 Essential Questions

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 planning leverage students' assets, include assessments, align lessons to create a progression of learning, **and** address strand(s)/standard(s)-based ELA/Literacy **and** ELD goals[12] that are grade-level specific **and** developmentally appropriate?

- Rubric 2.2: How does the candidate apply findings from recent assessments[13] to plan for:

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[12] You must use the California Common Core State Standards for English Language Arts & Literacy, California English Language Arts/English Language Development (ELA/ELD) Framework, and California English Language Development Standards (CA ELD Standards). Candidates in TK must use the Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy. Candidates in bilingual classrooms where the language of instruction is Spanish can use the California CCSS en Español (ELA/Literacy Standard[s]) and the California Spanish Language Development (SLD) Standards. Candidates in bilingual placements that use Spanish as the language of instruction using the CCSS en Español and the Spanish Language development standards should substitute SLA/Literacy and SLD goals for ELA/Literacy goals throughout this guide.

[13] Based on assessments (e.g., screenings; formative, summative, state testing; literacy and/or language profiles; student work samples; observations; information provided by their cooperating teacher)

- o the selected foundational reading skill(s)[14] using a direct, systematic, **and** explicit approach to support students' literacy **and** language development?
- o the selected additional theme(s)[15] from the ELA/ELD Framework using integrated ELD to support students' literacy **and** language development?

Important Concepts 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.

- Strands/Standards referenced must be the California Preschool/Transitional Kindergarten Learning Foundations, California ELA/Literacy Standards, ELD Standards, and ELA/ELD Framework.

- It is expected that this learning segment will include activities and strategies that leverage the cultural and linguistic assets and meet the needs of all students in the learning group; therefore, it is important to provide detailed information in all the applicable 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 activity based on what happened in the first three to five lessons.

Sample lessons from the vignettes found in the ELA/ELD Framework can provide concrete examples for candidates as they develop their own plans. For additional information on Step 1: Plan, see the assessment guide.

Step 2: Teach and Assess

Conduct the Learning Segment, Including Formative Assessment(s) and Summative Assessment

Since the Teach and Assess step is at the heart of this cycle (four 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 Literacy Cycle submission deadline to get it all done.

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[14] Foundational reading skills: print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; text reading fluency, including accuracy, prosody [expression], and rate [an indicator of automaticity]. For candidates in TK–3 settings, foundational reading skills also include creating literacy environments that are print rich and that foster interest in print; and games, books, poetry, oral storytelling, and songs that draw attention to print, the manipulation of sounds, and alphabet letters.

[15] Additional themes: meaning making, language development, effective expression, and/or content knowledge

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	• Conduct and video record the lessons and assessments. • Select video clip(s). • Provide commentary for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling no more than 20 minutes) • **Part F:** Commentary (written commentary, no more than 8 pages; **OR** verbal/ASL commentary; up to 10 minutes of video)

Step 2 Essential Questions

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

- Rubric 2.3: How does the candidate provide instruction in the selected foundational reading skill(s)[16] 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)[17] 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?

Important Concepts for Faculty to Share with Candidates

- Candidates should practice video recording their lessons in their entirety early and often in their clinical practice. This will assist their students in getting used to the camera and increase candidate comfort with being recorded.

- Candidates should practice writing and/or speaking about their teaching practices (Commentary) and what students gain from their instruction. They should be able to explain what they are doing and why they are doing it.

For additional information on Step 2: Teach and Assess, see the assessment guide.

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[16] Foundational reading skills: print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; text reading fluency, including accuracy, prosody [expression], and rate [an indicator of automaticity]. For candidates in TK–3 settings, foundational reading skills also include creating literacy environments that are print rich and that foster interest in print; and games, books, poetry, oral storytelling, and songs that draw attention to print, the manipulation of sounds, and alphabet letters.

[17] Additional themes: meaning making, language development, effective expression, and/or content knowledge

Step 3: Reflect

The candidate must be able to analyze the summative assessment data, explain their conclusions, and then discuss changes they would make for the learning group and focus student. Candidates need experience with referring to evidence from previous steps in their submission to explain or illustrate their conclusions.

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	- Engage students in the summative assessment. Score and determine student progress. - Analyze and reflect on student results and provide students with specific, actionable feedback on the assessment. - Submit the FS summative assessment response, the scored rubric and/or performance criteria, and specific, actionable feedback. - Reflect on the student's progress and the effectiveness of your literacy instruction.	**Part G:** Focus Student's Summative Assessment Response and Scored Rubric and/or Performance Criteria **Part H:** Focus Student's Summative Assessment Actionable Feedback **Part I:** Written Narrative: Reflection and Analysis of Summative Assessment Results (no more than 4 pages)

Step 3 Essential Question

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

- 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?

Important Concepts for Faculty to Share with Candidates

- The focus student response needs to reflect the qualities of product, process, or performance completed as described by the rubric and/or performance criteria for the students. If performance is the method for the students to demonstrate the ELA/Literacy and ELD goals, then candidates should upload and submit one video clip of the focus student's performance.

- Candidates need to demonstrate what actionable feedback related to the ELA/Literacy and ELD goals was provided to the focus student. For example, 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 ELA/Literacy and ELD goals and detailed enough so that the focus student understands what and how they can continue to learn. Celebrating student learning is key.

For additional information on Step 3: Reflect, see the assessment guide.

Step 4: Apply

Either re-teaching or providing an extension activity for the Focus Student, and if appropriate, additional student(s), is an important choice to be made in the Literacy Cycle. Re-teaching must be offered using targeted intervention or an individualized strategy. Guidance on how to use a range of instructional methods and student activities to reach the student(s) and provide equal access to the grade-level literacy instruction, following sound Universal Design for Learning principles, is key. An extension lesson, because the student(s) have met the learning goals, should also be offered in a way that deepens or advances student's(s') learning.

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	• Plan a re-teaching or an extension activity to support the FS's literacy development. • Video record the follow-up activity. • Provide commentary for the video clip.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (no more than 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written commentary, no more than 2 pages; **OR** verbal/ASL commentary, up to 5 minutes of video)

Step 4 Essential Question

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

- Rubric 2.8: How does the candidate apply the analysis of student assessment results (formative **and** summative) to plan, provide a rationale for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

- An extension activity moves the Focus Student, and if appropriate, additional student(s), either toward the next natural step in the curriculum plan or toward an activity related to the learning segment that deepens or advances student's(s') grade-level literacy development. 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 the student(s) 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.

- o If the activity is re-teaching a concept to the Focus Student, and if appropriate, additional student(s) who did not meet the previous lesson goals, then the candidate should demonstrate that target intervention or an individualized approach was used compared to the initial lesson from the learning segment. These differences in approach should be pointed out in the Step 4 commentary.

- o If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced 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.

For additional information on Step 4: Reflect, see the assessment guide.

Education Specialist

I. General Overview

> **The Preliminary Education Specialist Program Standards, Standard 3C, (Adopted August 2018) states the following:**
>
> Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners with disabilities, and offer the opportunity for candidates to interact with different age groups in both general and special education settings reflecting the continuum of placement options. They should also reflect to the extent possible socioeconomic, linguistic, and cultural diversity, and permit video capture for candidate reflection. Sites selected should have a fully qualified cooperating teacher with an appropriate credential and a fully qualified site administrator.

Prioritized ELA/Literacy Core Content Connectors (CCCs)

There may be times in which a student may be impacted by a significant cognitive disability and the IEP team may determine that the alternate assessment based on alternate achievement standards is most appropriate. The student will work on the same grade-level content, with variations in depth, breadth, or complexity.[18] In these situations, planning also incorporated the standards of the student's assigned grade.

In order to provide student(s) with meaningful access to the grade-level CA CCSS ELA/Literacy standards, candidates can use the Core Content Connectors (CCCs) to plan their lessons. The National Center and State Collaborative (NCSC) CCCs "are content bridges between the state content standards and learning progression pathways through the K–ATP grade-level curriculum. The language of the content standard is in almost all cases retained to maintain a close grade-level connection. In some cases, complex content standards are broken into smaller segments to help pinpoint targets for instruction."[19]

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[18] http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief1.pdf

[19] http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief7.pdf

Developmental Considerations

Candidates are asked to include information regarding the developmental considerations of their whole class/small group and/or their focus student. Candidates should be knowledgeable about language development, including students who may be nonverbal and the developmental considerations associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorder, cerebral palsy). Candidates need support to learn how to write about child development in a professional manner. Reputable websites that candidates can reference for the age and development of their students include California Department of Education, Centers for Disease Control and Prevention, and American Academy of Pediatrics.

II. Facilitation of Instructional Support Personnel

Instructional support personnel are credentialed or licensed education professionals who work alongside and/or under the direction of a certified teacher or school professional. They may include general education teachers, co-teachers, cooperating teachers, paraprofessionals, DIS providers, occupational therapists, speech and language therapists, counselors, administrators, and behaviorists. These individuals provide instructional, behavioral, and other support to students in and outside of the classroom. They can often work one-on-one with students who receive special education and related services. Four common ways that instructional support personnel can provide assistance in the classroom are:

- instructional support (working in small groups or in one-on-one settings to reinforce learning or to provide additional support)

- language support (assisting students in understanding content by translating or providing language supports)

- behavioral support (assisting students in implementing a behavior intervention plan (BIP) or clarifying expectations for appropriate behavior in the classroom)

- physical and medical support (assisting students with adaptive skills or collaborating with personnel to assist with medical needs)

Instructional support personnel play important roles in schools and help make classrooms more inclusive. They add another layer of support to the classroom, allowing students to have more opportunities for one-on-one support and for access to grade-level ELA/Literacy strands/standards. When students, teachers, and families/guardians embrace instructional support personnel as key members of the education team, everyone benefits.

Prompting Hierarchy

Alternative and Augmentative Communication (AAC) is a visual representation of language. A prompting hierarchy should be utilized when students utilize AAC and ample wait time for a response should always be provided or before you move to the next strategy.

Revisiting the AAC Prompt Hierarchy
Rachael Langley, MA, CCC-SLP

Focus on these healthy habits:

Thoughtful Pause
Be mindful about how much you talk. Pause and wait without putting any pressure on the learner. A pause can be an invitation for the learner to join in.

Express Interest with Body Language
Show you are interested in what the learner is thinking. Use your facial expressions to let them know you're listening.

Observe & Comment
Observe the learner and make an "I wonder..." or an "I think..." comment. This might sound like, "I wonder if you are ready to go," while you say "GO" using AAC.

Model without Expectation
Show them what it looks like to use AAC by using it yourself! Try making comments that don't require the learner to answer. "I LIKE your shoes!" [say "LIKE" using AAC and pointing to their shoes]

Avoid these harmful habits:

STOP **Model so they copy you**
I said, "I want cookie," so now you should say, "I want cookie." While this may seem helpful, it's not a healthy strategy to use. We want learners to know that they can choose their words.

STOP **Prompt to make them say it**
Touch circle. I'll help you touch circle. Tell me circle. We should not be making anyone say words by using hand-over-hand prompting. It is more harmful than helpful.

Created with the best intentions by Rachael Langley, MA, CCC-SLP in February 2023
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[20]

ELD for Students with Disabilities

In addition to the information provide on ELD for all students, there are additional considerations for students with disabilities who are also English Learners. CDE has issued guidance in the California Practitioners' Guide for Educating English Learners with Disabilities to provide information on how to identify, assess, support, and reclassify students with disabilities who are also English Learners. An important portion of this guide to note is the section in Chapter 3, which discusses differentiating between language acquisition and disability. Part of figure 3.3 is reproduced below:

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[20] Revisiting the AAC Prompt Hierarchy (2023) printable.pdf - Google Drive

Comparison of Language Differences Versus Disabilities

Oral Comprehension/Listening

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student does not respond to verbal directions	Student lacks understanding of vocabulary in English but demonstrates understanding in L1	Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
Student needs frequent repetition of oral directions and input	Student is able to understand verbal directions in L1 but not L2	Student often forgets directions or needs further explanation in L1 and L2 (home and school); may be due to an auditory memory difficulty or low cognition
Student delays responses to questions	Student may be translating question in mind before responding in L2; gradual improvement seen over time	Student consistently takes a longer time period to respond in L1 and L2 and it does not change over time; may be due to a processing speed deficit

Speaking/Oral Fluency

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student lacks verbal fluency (pauses, hesitates, omits words)	Student lacks vocabulary, sentence structure, and/or self-confidence	Speech is incomprehensible in L1 and L2; may be due to hearing or speech impairment
Student is unable to orally retell a story	Student does not comprehend story due to a limited understanding and background knowledge in English	Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
Student does not orally respond to questions or does not speak much	Is still developing expressive language skills in English to effectively communicate ideas; may be comprehending more than can communicate	Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit

Phonemic Awareness/Reading

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student does not remember letter sounds from one day to the next	Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	Student does not remember letter sounds after initial and follow-up instruction (even if they are common between L1 and L2); may be due to a visual or auditory memory or low cognition
Student is unable to blend letter sounds in order to decode words while reading connected text when appropriate instruction is provided, including ample practice	The letter sound errors may be related to L1 (for example, L1 may not have long and short vowel sounds); with explicit instruction, student will make progress over time	Student makes letter substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation, but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit
Student is unable to decode words correctly	Sound not in L1, so unable to pronounce word once decoded	Student consistently confuses letters and words that look alike; makes letter reversals, substitutions, and so on that are not related to L1; may be processing or memory deficit

Reading Comprehension and Vocabulary

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student does not understand passage read, although may be able to read with fluency and accuracy	Lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	Student does not remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
Does not understand key words or phrases; poor comprehension	Is still developing vocabulary knowledge in English; improves over time	The student's difficulty with comprehension and vocabulary is seen in L1 and L2

Writing

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Errors made with punctuation and capitalization	The error patterns seen are consistent with the punctuation, capitalization, and print concept rules for L1; student's work tends to improve with appropriate instruction in English	Student consistently makes capitalization, punctuation, and print concept errors even after instruction or is inconsistent; this may be due to deficits in organization, memory or processing
Student has difficulty writing grammatically correct sentences	Student is still developing grammatical knowledge in English; student's syntax is reflective of writing patterns in L1; typical error patterns seen in second-language learners (verb tense, use of adverbs or adjectives); improves over time	The student makes more random errors such as word omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
Student has difficulty generating a paragraph or writing essays but is able to express his ideas orally	Student is still developing writing skills in English even though he may have well-developed verbal skills; student makes progress over time and error patterns are similar to other English learners	The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits

Spelling

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student misspells words	Student will "borrow" sound from L1; progress seen over time as L2 proficiency increases	Student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit
Student spells words with letters that are sequenced incorrectly	Writing of words is reflective of English fluency level or cultural thought patterns; words may align to letter sounds or patterns of L1 (sight words may be spelled phonetically based on L1)	The student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit

Handwriting

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student is unable to copy letters or words correctly	Lack of experience with writing the English alphabet	Student demonstrates difficulty copying visual material to include shapes, letters, and so on. This may be due to a visual or motor or visual memory deficit

Alternate ELPAC

Just as there is an Initial and Summative ELPAC, there is an Initial and Summative Alternate ELPAC. These assessments serve the same purpose. To be eligible for the Alternate ELPAC, students must have a significant cognitive disability and be determined eligible for alternate assessments by the IEP team. These assessments are administered in a one-on-one setting in the student's preferred communication style. It assesses a student's proficiency in English by allowing for a range of receptive (listening and reading) skills and expressive (speaking and writing) skills while using their preferred modes of communication, including assistive devices, gestures, and accessibility resources used in daily instruction. The Alternate ELPAC can be used in the reclassification process.

Linguistically Appropriate IEP Goals

IEPs for students with disabilities who are also English learners must consider the student's language needs and include linguistically appropriate goals, objective, programs, and services. IEP goals that align the PTKLF: Language and Literacy Development Strands or CCSS ELA/Literacy Standards and the ELD Standards will assist students with achieving proficiency in English. For additional information and examples, see Section 3, Chapter 5 of California Practitioners' Guide for Educating English Learners with Disabilities.

EdSp—MMSN and ESN

I. General Overview

Candidate placement impacts potential success on the Literacy Cycle. Candidates should be placed in a school setting where they will work with a variety of students who have IEPs, including students who:

- are English learners

- have district-identified literacy-related disabilities

- have an IEP goal in the area of foundational reading skills

- have challenges with meeting the ELA/Literacy strands/standards.

Inclusive instructional environments, such as classrooms that utilize a co-teaching model, are permitted as long as candidates have access to a caseload of students. Preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates are appropriately placed in schools and other educational settings where they can successfully complete the Literacy Cycle, including:

- opportunities for candidates to practice teaching foundational reading skills

- opportunities for candidates to practice teaching the additional themes from the ELA/ELD Framework

- information provided for cooperating teachers about the expectations for candidates in the Literacy Cycle

- allowance for the required video recordings of students, instructional support personnel, and candidates in the learning environment.

- the Literacy Cycle measures selected elements of TPE Domains 1–6 as well as TPE Domain 7: Effective Literacy Instruction for Students with Disabilities

II. Literacy Cycle Considerations by Step

Step 1: Plan

Candidates begin the Literacy Cycle by providing background information about the student's(s') 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 student(s) that they worked with during the Math Cycle, they will still need to provide the contextual information, as over time student learning increases, new learning needs may be identified, and the student(s) may have been added to the class.

The focus of the Literacy Cycle varies from the Math Cycle, shifting from a focus on planning one lesson for a whole class/small group and three focus students to planning multiple lessons and administering assessments

- for MMSN: to a whole class/small group of students and one focus student
- for ESN: either to a group of students, including one focus student, or to just one focus student

Engaging in two cycles of instruction provides the opportunity for candidates to demonstrate the full depth and breadth of their teaching.

While the Literacy Cycle 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. Or if the candidate is in a co-teaching/inclusion environment, they may need guidance on how to work with their co-teacher in order to take the instructional lead for this learning segment. What guides a candidate is who their student(s) are (assets and learning needs) and what literacy content they are teaching. Knowing how to plan 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 the student(s).

Candidates who choose to teach a series of lessons with interdisciplinary content for the Literacy Cycle must remember to emphasize literacy. ELA/Literacy and ELD strands/standards, learning goals, the ELA/ELD Framework and student activities and assessments need to demonstrate the student's(s') engagement with literacy.

> **ESN Candidates**
>
> ESN Candidates have the choice to plan and teach a literacy learning segment either for a group of students, including one focus student (FS), or for just one focus student (FS).

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	• With the guidance of your cooperating teacher and/or faculty supervisor, review recent literacy assessments, screenings, IEP information, literacy and/or language profiles and/or other information for your student(s). • Select one focus student (FS). • Provide contextual information for your student(s). • 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.	• **Part A:** Written Narrative: Contextual Information (no more than 4 pages) • **Part B:** Learning Segment Template (no more than 6 pages per lesson) • **Part C:** Written Narrative: Description of Assessments (no more than 5 pages) • **Part D:** Description or Blank Copy of One Summative Assessment and the Rubric and/or Performance Criteria

Step 1 Essential Questions

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 planning leverage the student's(s') assets, include assessments, align lessons to create a progression of learning, address collaboration with **and/or** facilitation of instructional support personnel, **and** include strand(s)-/standard(s)-based ELA/Literacy **and** ELD goals[21] that are grade-level specific **and** developmentally appropriate?

- Rubric 2.2: How does the candidate apply findings from recent literacy assessments[22] to plan for:
    - the selected foundational reading skill(s)[23] using a direct, systematic, **and** explicit approach to support student's(s') literacy and language development?
    - the selected additional theme(s)[24] from the ELA/ELD Framework using integrated ELD to support student's(s') literacy and language development?

Evidence includes a completed Learning Segment Template; two written narratives: Contextual Information and Assessment Descriptions; and description or blank copies of both the summative assessment and rubric and/or performance criteria.

Important Concepts 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.

- Strands/Standards referenced must be the California Preschool/Transitional Kindergarten Learning Foundations, California ELA/Literacy Standards, ELD Standards, and ELA/ELD Framework. **The Core Content Connectors (CCCs) may be used for the student(s) who are eligible for the California Alternate Assessments (CAA) for ELA/Literacy or who access an alternate curriculum as a part of their IEP.**

- It is expected that this learning segment will include activities and strategies that leverage the cultural and linguistic assets and meet the needs of all students in the

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[21] You must use the California Common Core State Standards for English Language Arts & Literacy, California English Language Arts/English Language Development (ELA/ELD) Framework, and California English Language Development Standards (CA ELD Standards). Candidates in TK must use the Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy.

[22] Based on assessments (e.g., screenings; formative, summative, state testing), literacy and/or language profiles, IEP information, observations, as well as information provided by your cooperating teacher, service providers, and/or families/guardians)

[23] Foundational reading skills: print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; text reading fluency, including accuracy, prosody [expression], and rate [an indicator of automaticity]. For candidates in TK–3 settings, foundational reading skills also include creating literacy environments that are print rich and that foster interest in print; and games, books, poetry, oral storytelling, and songs that draw attention to print, the manipulation of sounds, and alphabet letters.

[24] Additional themes: meaning making, language development, effective expression, and/or content knowledge

learning group; therefore, it is important to provide detailed information in all the applicable 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 activity based on what happened in the first three to five lessons.

Sample lessons from the vignettes found in the ELA/ELD Framework can provide concrete examples for candidates as they develop their own plans. For additional information on Step 1 Plan, see the Assessment Guide.

Step 2: Teach and Assess

Conduct the Learning Segment, Including Formative Assessment(s)

Since the Teach and Assess step is at the heart of this cycle (four 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 Literacy Cycle submission deadline to get it all done.

> **ESN Candidates**
>
> ESN Candidates should video record their learning segment with the group they planned for in Step 1: either for a group of students, including one focus student (FS), or for just one focus student (FS).

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	• Conduct and video record the lessons and assessments. • Select video clip(s). • Provide commentary for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling no more than 20 minutes) • **Part F:** Commentary (written commentary, no more than 8 pages; **OR** verbal/ASL commentary, up to 10 minutes of commentary)

Step 2 Essential Questions

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

- Rubric 2.3: How does the candidate provide instruction in the selected foundational reading skill(s)[25] 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)[26] 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 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?

Important Concepts for Faculty to Share with Candidates

- Candidates should practice video recording their lessons in their entirety early and often in their clinical practice. This will assist their student(s) in getting used to the camera and increase candidate comfort with being recorded.

- Candidates should practice writing and/or speaking about their teaching practices (Commentary) and what the student(s) gain from their instruction. They should be able to explain what they are doing and why they are doing it.

For additional information on Step 2: Teach and Assess, see the assessment guide.

Step 3: Reflect

The candidate must be able to analyze the summative assessment data, explain their conclusions, and then discuss changes they would make for the learning group and focus student. Candidates need experience with referring to evidence from previous steps in their submission to explain or illustrate their conclusions.

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[25] Foundational reading skills: print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; text reading fluency, including accuracy, prosody [expression], and rate [an indicator of automaticity]. For candidates in TK–3 settings, foundational reading skills also include creating literacy environments that are print rich and that foster interest in print; and games, books, poetry, oral storytelling, and songs that draw attention to print, the manipulation of sounds, and alphabet letters.

[26] Additional themes: meaning making, language development, effective expression, and/or content knowledge

> ### ESN Candidates
>
> ESN Candidates should analyze the summative assessment data and reflect on their literacy instruction for the group of students they taught and assessed in Step 2: either for a group of students, including one focus student (FS), or for just one focus student (FS).

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	• Engage the student(s) in the summative assessment. Score and determine student progress. • Analyze and reflect on student results and provide the student(s) with specific, actionable feedback on the assessment. • Submit the FS's summative assessment response, the scored rubric and/or performance criteria, and specific, actionable feedback. • Reflect on the student's(s') progress and the effectiveness of your literacy instruction.	• **Part G:** Focus Student's Summative Assessment Response and Scored Rubric and/or Performance Criteria • **Part H:** Focus Student's Summative Assessment Actionable Feedback • **Part I:** Written Narrative: Reflection and Analysis of Summative Assessment Results (no more than 4 pages)

Step 3 Essential Question

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

- 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?

Important Concepts for Faculty to Share with Candidates

- The focus student's response needs to reflect the qualities of product, process, or performance completed as described by the rubric and/or performance criteria for the student(s). If performance is the method for the student(s) to demonstrate the ELA/Literacy and ELD goals, then candidates should upload and submit one video clip of the focus student's performance.

- Candidates need to demonstrate what actionable feedback related to the ELA/Literacy and ELD goals was provided to the focus student. For example, a score, grade, or checkmark alone on the student work product is not adequate feedback. Candidates, in consultation with the focus student, can describe next steps for revision or additional learning. Student assessment feedback must be based on the ELA/Literacy and ELD goals and detailed enough so that the focus student understands what and how they can continue to learn. Celebrating student learning is key.

For additional information on Step 3: Reflect, see the assessment guide.

Step 4: Apply

Either re-teaching or providing an extension activity for the focus student, and, if appropriate, additional student(s), is an important choice to be made in the Literacy Cycle. Re-teaching must be offered using targeted intervention or an individualized strategy. Guidance on how to use a range of instructional methods and student activities to reach the student(s) and provide equal access to the grade-level literacy instruction, following sound Universal Design for Learning principles, is key. An extension lesson, because the student(s) have met the learning goals, should also be offered in a way that deepens or advances student's(s') learning.

Step	What You Need to Do	Evidence to Be Submitted
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 for the video clip.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (no more than 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written commentary, no more than 2 pages; **OR** verbal/ASL commentary, up to 5 minutes of video)

Step 4 Essential Question

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

- Rubric 2.8: How does the candidate apply the analysis of student assessment results (formative **and** summative) to plan, provide a rationale for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

- An extension activity moves the focus student, and if appropriate, additional student(s), either toward the next natural step in the curriculum plan or toward an activity related to the lesson segment that deepens or advances student's(s') grade-level literacy development. 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 as well as IEP accommodations. Building in time during instruction for the student(s) 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.

- o If the activity is re-teaching a concept to the student(s) who did not meet the previous lesson goals, then the candidate should demonstrate that target intervention or an individualized approach was used compared to the initial lesson from the learning segment. These differences in approach should be pointed out in the Step 4 commentary.

- o If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced 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.

For additional information on Step 4: Apply, see the assessment guide.

EdSp—ECSE

I. General Overview

Candidate placement impacts potential success on the Literacy Cycle. Candidates should be placed in a school setting where they will work with a variety of children who have IEPs, including children who:

- are English learners

- are at risk for a language and/or literacy-related disability

- have a developmental delay

- have an IEP goal in emergent (pre-academic) literacy skills (e.g., letter identification, sorting, discriminating sounds)

- have challenges with making progress toward meeting the ELA/Literacy strands/standards

In order to meet the requirements set forth by SB 488 related to direct, systematic, and explicit instruction in foundational reading skills, candidates should complete the Literacy Cycle with children ages 3 and older. Inclusive instructional environments, such as classrooms that utilize a co-teaching model, are permitted as long as candidates have access to a caseload of children. Preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates are appropriately placed in schools and other educational settings where they can successfully complete the Literacy Cycle, including

- opportunities for candidates to practice teaching foundational reading skills

- opportunities for candidates to practice teaching the additional themes from the ELA/ELD Framework

- information provided for cooperating teachers about the expectations for candidates in the Literacy Cycle

- allowance for the required video recordings of children, instructional support personnel, and candidates in the learning environment

The Literacy Cycle measures selected elements of TPE Domains 1–6, as well as TPE Domain 7: Effective Literacy Instruction for Children with Disabilities, Birth Through Kindergarten.

II. Early Childhood Pedagogy

The California Preschool Learning/Transitional Kindergarten Foundations, California Preschool Curriculum Frameworks and state-adopted Kindergarten Student Standards provided below outline what early childhood educators, families and/or guardians, and the public can expect as

the range of skills and knowledge that children may attain within high-quality preschool, TK, and kindergarten programs.

California Curriculum Frameworks

California Preschool Curriculum Framework, Volume 1 is a companion to the *California Preschool Learning Foundations, Volume 1*, and presents strategies and information to enrich learning and development opportunities for all of California's preschool children. Volume 1 focuses on four learning domains: social-emotional development, language and literacy, English-language development, and mathematics.

California Preschool Curriculum Framework, Volume 2 covers the domains of visual and performing arts, physical development, and health.

California Preschool Curriculum Framework, Volume 3 covers the domains of history–social science and science.

California Preschool/Transitional Kindergarten Learning Foundations

The Preschool/Transitional Kindergarten Learning Foundations (PTKLF) are designed with the assumption that children's learning in preschool through transitional kindergarten (TK) takes place in everyday environments: through interactions, relationships, activities, and play that are part of a beneficial preschool experience. The PTKLF were updated in 2024. Key changes to the Publications include[27]:

- A greater emphasis on diversity, equity, and inclusion cultural and linguistic assets, and children with disabilities.
- The "Later Foundation" includes TK and progresses children toward the Kindergarten Common Core State Standards.
- A Language and Literacy Domain with two sub-domains: Foundational Language Development (FLD) and English Language Development (ELD).

California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) Documents

- Introduction to the California Preschool/Transitional Kindergarten Learning Foundations
- Approaches to Learning
- Language and Literacy Development
- PTKLF At-a-Glance
- CA CCSS for ELA/Literacy

The CA CCSS for ELA/Literacy provide standards for children in kindergarten State-Adopted Kindergarten Student Standards.

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

III. Literacy Cycle Considerations by Step

Step 1: Plan

Candidates begin the Literacy Cycle by providing background information about the child's(ren's) 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 child(ren) that they worked with during the Math Cycle, they will still need to provide the contextual information, as over time the child's(ren's) learning increases, new learning needs may be identified, and children may have been added to the class.

The focus of the Literacy Cycle varies from the Math Cycle, shifting from a focus on planning one lesson for the group and three focus children to planning multiple lessons and administering assessments to a whole class/small group of children and/or one focus child. Engaging in two cycles of instruction provides the opportunity for candidates to demonstrate the full depth and breadth of their teaching.

While the Literacy Cycle Performance Assessment Guide states that the activity plan needs to consist of three to five activities, the candidate may need guidance when the class schedule varies from the norm. For example, if the candidate is in a co-teaching/inclusion environment, they may need guidance on how to work with their co-teacher in order to take the instructional lead for this activity plan. What guides a candidate is who the child(ren) in their class/caseload is(are) (assets and learning needs) and what literacy content they are teaching. Knowing how to plan 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 activities and assessments for the child(ren).

Candidates who choose to teach a series of activities with interdisciplinary content for the Literacy Cycle must remember to emphasize literacy. ELA/Literacy Standards or California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development, and ELD standards, learning goals, the ELA/ELD Framework, and activities and assessments need to demonstrate the child's(ren's) engagement with literacy.

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	• With the guidance of your cooperating teacher and/or supervising faculty, review recent, available literacy assessments, screenings, IEP information, literacy and/or language profiles, and/or other information for the child(ren). • Select one focus child (FC). • Provide contextual information for the child(ren). • Describe three to five activities, including corresponding assessments, that include the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework.	• **Part A:** Written Narrative: Contextual Information (no more than 4 pages) • **Part B:** Activity Plan Template (no more than 6 pages per activity) • **Part C:** Written Narrative: Description of Assessments (no more than 5 pages) • **Part D:** Description or Blank Copy of One Summative Assessment and the Rubric and/or Performance Criteria

Step 1 Essential Questions

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 planning leverage the child's(ren's) assets, include assessments, align activities to create a progression of learning, address collaboration with **and/or** facilitation of instructional support personnel, **and** include strand(s)-/standard(s)-based ELA/Literacy **and** ELD goals[28] that are age-/grade-level specific **and** developmentally appropriate?

- Rubric 2.2: How does the candidate apply findings from recent assessments[29] to plan for:
  - the selected emergent foundational reading skill(s)[30] using a direct, systematic, **and** explicit approach to support the child's(ren's) literacy **and** language development?
  - the selected additional theme(s)[31] from the ELA/ELD Framework using integrated ELD to support the child's(ren's) literacy **and** language development?

Evidence includes a completed Activity Plan Template; two written narratives: Contextual Information and Assessment Descriptions; and description or blank copies of both the summative assessment and rubric and/or performance criteria.

Important Concepts for Faculty to Share with Candidates

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

- Strands/Standards referenced must be the California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development, California Preschool/Transitional Kindergarten Learning Foundations, California ELA/Literacy Standards, ELD Standards, and ELA/ELD Framework. **The Core Content Connectors (CCCs) may be used for children who are eligible for the California Alternate Assessments (CAA) for ELA/Literacy or who access an alternate curriculum as a part of their IEP.**

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[28] If you are working in a preschool setting or TK, you must use the age-appropriate Preschool/Transitional Kindergarten Learning Foundations. You must use the California Common Core State Standards for English Language Arts & Literacy, California English Language Arts/English Language Development (ELA/ELD) Framework, and California English Language Development Standards (CA ELD Standards) if you are working with children in kindergarten. If the children are eligible for an alternate curriculum as a part of their IEP, you may use the Core Content Connectors (CCCs) aligned with the grade level of the children to plan your activity.

[29] Based on relevant observations or assessments (e.g., screenings; formative, summative, state testing), literacy and/or language profiles, IEP information, as well as information provided by your cooperating teacher, service providers, and/or families/guardians)

[30] Emergent foundational reading skills: games, books, poetry, and spoken/signed or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters; concepts of print, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including orthographic awareness; decoding and encoding; and morphological awareness.

[31] Additional themes: meaning making, language development, effective expression, and/or content knowledge

- It is expected that this activity series will include activities and strategies that leverage the cultural and linguistic assets and meet the needs of the child(ren); therefore, it is important to provide detailed information in all the applicable Activity Plan Template categories for each lesson.

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

Sample lessons from the vignettes found in the ELA/ELD Framework can provide concrete examples for candidates as they develop their own plans. For additional information on Step 1 Plan, see the assessment guide.

Step 2: Teach and Assess

Conduct the Activity Plan, Including Formative Assessment(s)

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

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	• Conduct and video record the activities and assessments. • Select video clip(s). • Provide commentary for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling no more than 20 minutes) • **Part F:** Commentary (written commentary, no more than 8 pages, **OR** verbal/ASL commentary, up to 10 minutes of video)

Step 2 Essential Questions

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

- Rubric 2.3: How does the candidate provide instruction in the selected emergent foundational reading skill(s)[32] using a direct **and** explicit approach to actively engage the child(ren) **and** support their progress toward meeting the ELA/Literacy **and** ELD goals

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[32] Emergent foundational reading skills: games, books, poetry, and spoken/signed or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters; concepts of print, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including orthographic awareness; decoding and encoding; and morphological awareness.

- Rubric 2.4: How does the candidate provide instruction in the selected additional theme(s)[33] 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 related to literacy **and** respond intentionally to the child(ren) about what they did well **and/or** their misconceptions/gaps in knowledge to support the child's(ren's) literacy **and** language development?

Important Concepts for Faculty to Share with Candidates

- Candidates should practice video recording their activities in their entirety early and often in their clinical practice. This will assist the child(ren) in getting used to the camera and increase candidate comfort with being recorded.

- Candidates should practice writing and/or speaking about their teaching practices (Commentary) and what the child(ren) gain from their instruction. They should be able to explain what they are doing and why they are doing it.

For additional information on Step 2: Teach and Assess, see the assessment guide.

Step 3: Reflect

The candidate must be able to analyze the summative assessment data, explain their conclusions, and then discuss changes they would make for the learning group and focus child. If the candidate planned and taught their activity plan with just their focus child, they will discuss their next steps for learning for only their focus child. Candidates need experience with referring to evidence from previous steps in their submission to explain or illustrate their conclusions.

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[33] Additional themes: meaning making, language development, effective expression, and/or content knowledge

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	• Engage in the child(ren) in the summative assessment. Score and determine the child's(ren's) progress. • Analyze and reflect on 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 and/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 and/or Performance Criteria • **Part H:** Focus Child's Summative Assessment Actionable Feedback • **Part I:** Written Narrative: Reflection and Analysis of Summative Assessment Results (no more than 4 pages)

Step 3 Essential Question

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

- 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?

Important Concepts for Faculty to Share with Candidates

- The focus child's response needs to reflect the qualities of product, process, or performance completed as described by the rubric and/or performance criteria for the child(ren). If performance is the method for the child(ren) to demonstrate the ELA/Literacy and ELD goals, then candidates should upload and submit one video clip of the focus child's performance.

- Candidates need to demonstrate what feedback related to the ELA/Literacy and ELD goals was provided to the focus child's families/guardians. For example, a score, grade, or checkmark alone on the child work product is not adequate feedback. Candidates, in consultation with the child's families/guardians, can describe next steps for revision or additional learning. The focus child's assessment feedback must be based on the ELA/Literacy and ELD goals and detailed enough so that the focus child's families/guardians understand what and how they can continue to learn. Celebrating child learning is key.

For additional information on Step 3: Reflect, see the Assessment Guide.

Step 4: Apply

Either re-teaching or providing an extension activity for the Focus Child, and if appropriate, additional children, is an important choice to be made in the Literacy Cycle. Re-teaching must be offered using targeted intervention or an individualized strategy. Guidance on how to use a range of instructional methods and child activities to reach the child(ren) and provide equal access to the grade-level literacy instruction, following sound Universal Design for Learning principles, is key. An extension lesson, because the child(ren) have met the learning goals, should also be offered in a way that deepens or advances the child's(ren's) learning.

Step	What You Need to Do	Evidence to Be Submitted
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 for the video clip.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (no more than 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written commentary, no more than 2 pages; **OR** verbal/ASL commentary, up to 5 minutes of video)

Step 4 Essential Question

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

- Rubric 2.8: How does the candidate apply the analysis of the child's(ren'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)?

Important Concepts for Faculty to Share with Candidates

- An extension activity moves the Focus Child either toward the next natural step in the curriculum plan or toward an activity related to the activity plan that deepens or advances the child's(ren's) age/grade-level literacy development. Candidates will need direction on what are appropriate extension activities and how to articulate the connection between the original activity plan and the extension activity. 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 activity, 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 as well as IEP accommodations. Building in time during instruction for the child(ren) 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.

- o If the activity is re-teaching a concept to the child(ren) who did not meet the previous lesson goals, then the candidate should demonstrate that target intervention or an individualized approach was used compared to the initial lesson from the activity plan. These differences in approach should be pointed out in the Step 4 commentary.

- o If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced 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.

For additional information on Step 4: Apply, see the assessment guide.

EdSp—DHH

I. General Overview

Candidate placement impacts potential success on the Literacy Cycle. Candidates should be placed in a school setting where they will work with a variety of students who have IEPs, including students who:

- are English learners
- are ASL learners
- have experienced language deprivation
- have district-identified literacy-related disabilities
- have an IEP goal in the area of foundational reading skills
- have challenges with meeting the ELA/Literacy strands/standards

In order to meet the requirements set forth by SB 488 related to direct, systematic, and explicit instruction in foundational reading skills, candidates should complete the Literacy Cycle with students ages 3 and up. Inclusive instructional environments, such as classrooms that utilize a co-teaching model, are permitted as long as candidates have access to a caseload of students. Preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates are appropriately placed in schools and other educational settings where they can successfully complete the Literacy Cycle, including:

- Opportunities for candidates to practice teaching foundational reading skills
- Opportunities for candidates to practice teaching the additional themes from the ELA/ELD Framework
- Information provided for cooperating teachers about the expectations for candidates in the Literacy Cycle
- allowance for the required video recordings of students, instructional support personnel, and candidates in the learning environment.

The Literacy Cycle measures selected elements of TPE Domains 1–6, as well as TPE Domain 7: Effective Literacy Instruction for Deaf Students.

II. Deaf Education in California

The California Department of Education (CDE) provides information related to Deaf Education.

SB 210

SB 210 was passed in 2015 and required the CDE to select language and literacy assessments to use with deaf and hard of hearing children from birth to five years of age. In the fall of 2023, a video update was provided to explain that the Desired Results Developmental Profile (DRDP) is used. Beginning in January 2024, a new language assessment will be used. Reports on their progress must be made annually to track the linguistic development (in ASL and/or spoken English) of young Deaf or Hard of Hearing children.

In addition to selecting the assessments, the SB 210 Committee also determined language milestones for Deaf or Hard of Hearing children who are birth through five years of age.

AB 1836

AB 1836, also referred to as "The Deaf Children's Bill of Rights," was signed into law in September 1994. The key component of this legislation was the acknowledgment of the need for Deaf or Hard of Hearing children to be educated in an environment that respects and uses their preferred language. This legislation does not promote one language over another, and it is the language used by the child that needs to be honored in their educational setting.

Guidelines for Quality Standards

In 2000, Programs for Deaf and Hard of Hearing Students: Guidelines for Quality Standards, was published. Designed for educators and families, the guidelines contain a variety of information, including assessment, organization of learning, and curriculum and instruction.

III. Literacy Cycle Considerations by Step

Step 1: Plan

Candidates begin the Literacy Cycle by providing background information about the student's(s') 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 students that they worked with during the Math Cycle, 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 the Literacy Cycle varies from the Math Cycle, shifting from a focus on planning one lesson for a group of students and three focus students to planning multiple lessons and administering assessments to a whole class/small group of students and one focus student or just to the focus student. Engaging in two cycles of instruction provides the opportunity for candidates to demonstrate the full depth and breadth of their teaching.

While the Literacy Cycle 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. Or if the candidate is in a co-teaching/inclusion environment, they may need guidance on how to work with their co-teacher in order to take the instructional lead for this learning segment. What guides a candidate is who their student(s) is(are) (assets and learning needs) and what literacy content they are teaching. Knowing how to plan 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 the student(s).

Candidates who choose to teach a series of lessons with interdisciplinary content for the Literacy Cycle must remember to emphasize literacy. ELA/Literacy Standards or California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development, ELD standards, learning goals, the ELA/ELD Framework, and student activities and assessments need to demonstrate the student's(s') engagement with literacy.

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	• With the guidance of your cooperating teacher and/or supervising faculty, review recent, available literacy assessments, screenings, IEP information, literacy and/or language profiles, and/or other information for your student(s). • Select one focus student (FS). • Provide contextual information for your student(s), including the 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.	• **Part A:** Written Narrative: Contextual Information (no more than 4 pages) • **Part B:** Learning Segment Template (no more than 6 pages per lesson) • **Part C:** Written Narrative: Description of Assessments (no more than 5 pages) • **Part D:** Description or Blank Copy of One Summative Assessment and the Rubric and/or Performance Criteria

Step 1 Essential Questions

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 leverage the student's(s') assets, include assessments, align lessons to create a progression of learning, address collaboration with **and/or** facilitation of instructional support personnel, **and** include strand(s)-/ standard(s)-based ELA/Literacy **and** ELD goals[34] that are age-/grade-level specific **and** developmentally appropriate?

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[34] You must use the California Common Core State Standards for English Language Arts & Literacy, California English Language Arts/English Language Development (ELA/ELD) Framework, and California English Language Development Standards (CA ELD Standards) if you are working with children in TK or above. Candidates in TK must use the age-appropriate Preschool Learning Foundations.

- Rubric 2.2: How does the candidate apply findings from recent literacy assessments[35] to plan for:
    - the selected foundational reading skill(s)[36] using a direct, systematic, **and** explicit approach to support the student's(s') literacy **and** language development?
    - the selected additional theme(s)[37] from the ELA/ELD Framework using integrated ELD to support the student's(s') literacy **and** language development?

Important Concepts 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.

- Strands/Standards referenced must be the California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development, California Preschool/Transitional Kindergarten Learning Foundations, California ELA/Literacy Standards, ELD Standards, and ELA/ELD Framework. **The Core Content Connectors (CCCs) may be used for students who are eligible for the California Alternate Assessments (CAA) for ELA/Literacy or who access an alternate curriculum as a part of their IEP.**

- It is expected that this learning segment will include activities and strategies that leverage the cultural and linguistic assets and meet the needs of the student(s); therefore, it is important to provide detailed information in all the applicable 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 activity based on what happened in the first three to five lessons.

Sample lessons from the vignettes found in the ELA/ELD Framework can provide concrete examples for candidates as they develop their own plans. For additional information on Step 1 Plan, see the assessment guide.

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[35] Based on assessments (e.g., screenings; formative, summative, state testing), literacy and/or language profiles, IEP information, as well as information provided by your cooperating teacher, service providers, and/or families/guardians

[36] Foundational reading skills: print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping; phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., visual phonics, cued speech), spelling and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphology/morphological awareness; fluency, including sign concept accuracy and prosody through verbal expression and/or facial expressions and movement in ASL

[37] Additional themes: meaning making, language development, effective expression, and/or content knowledge

Step 2: Teach and Assess

Conduct the Learning Segment, Including Formative Self-Assessments

Since the Teach and Assess step is at the heart of this cycle (four 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 Literacy Cycle submission deadline to get it all done.

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	• Conduct and video record the lessons and assessments. • Select video clip(s). • Provide commentary for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling no more than 20 minutes) • **Part F:** Commentary (written commentary, no more than 8 pages; **OR** verbal/ASL commentary up to 10 minutes of video)

Step 2 Essential Questions

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

- Rubric 2.3: How does the candidate provide instruction in the selected foundational reading skill(s)[38] 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[39] 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 or gaps in knowledge to support the student's(s') literacy **and** language development?

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[38] Foundational reading skills: print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping; phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech) spelling and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphology/morphological awareness; fluency, including sign concept accuracy and prosody through verbal expression and/or facial expressions and movement in ASL

[39] Additional themes: meaning making, language development, effective expression, and/or content knowledge

Important Concepts for Faculty to Share with Candidates

- Candidates should practice video recording their lessons in their entirety early and often in their clinical practice. This will assist their student(s) in getting used to the camera and increase candidate comfort with being recorded.

- Candidates should practice writing, signing and/or speaking about their teaching practices (Commentary) and what the student(s) gain from their instruction. They should be able to explain what they are doing and why they are doing it.

For additional information on Step 2: Teach and Assess, see the assessment guide.

Step 3: Reflect

The candidate must be able to analyze the summative assessment data, explain their conclusions, and then discuss changes they would make for the learning group and focus student. If the candidate planned and taught their learning segment with just their focus student, they will discuss their next steps for learning for only their focus student. Candidates need experience with referring to evidence from previous steps in their submission to explain or illustrate their conclusions.

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	• Engage the student(s) in the summative assessment. Score and determine student progress. • Analyze and reflect on student results and provide the student(s) with specific, actionable feedback on the assessment. • Submit the FS's summative assessment response, the scored rubric and/or performance criteria, and specific, actionable feedback. • Reflect on the student's(s') progress and the effectiveness of your literacy instruction.	• **Part G:** Focus Student's Summative Assessment Response and Scored Rubric and/or Performance Criteria • **Part H:** Focus Student's Summative Assessment Actionable Feedback • **Part I:** Written Narrative: Reflection and Analysis of Summative Assessment Results (no more than 4 pages)

Step 3 Essential Question

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

- 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 student's learning beyond the classroom?

Important Concepts for Faculty to Share with Candidates

- The focus student response needs to reflect the qualities of product, process, or performance completed as described by the rubric and/or performance criteria for the student(s). If performance is the method for the student(s) to demonstrate the ELA/Literacy and ELD goals, then candidates should upload and submit one video clip of the focus student's performance.

- Candidates need to demonstrate what feedback related to the ELA/Literacy and ELD goals was provided to the focus student. For example, a score, grade, or checkmark alone on the student work product is not adequate feedback. Candidates, in consultation with the focus student, can describe next steps for revision or additional learning. Student assessment feedback must be based on the ELA/Literacy and ELD goals and detailed enough so that the focus student understands what and how they can continue to learn. Celebrating student learning is key.

For additional information on Step 3: Reflect, see the assessment guide.

Step 4: Apply

Either re-teaching or providing an extension activity for the Focus Student, and, if appropriate, additional students, is an important choice to be made in the Literacy Cycle. Re-teaching must be offered using targeted intervention or an individualized strategy. Guidance on how to use a range of instructional methods and student activities to reach the student(s) and provide equal access to the grade-level literacy instruction, following sound Universal Design for Learning principles, is key. An extension lesson, because the student(s) has(have) met the learning goals, should also be offered in a way that deepens or advances the student's(s') learning.

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	• Plan a re-teaching or extension activity that supports the FS's literacy and language development. • Video record the entire follow-up activity. • Select 1 video clip and provide written commentary.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (no more than 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written commentary, no more than 2 pages; **OR** verbal/ASL commentary, up to 5 minutes of video)

Step 4 Essential Question

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

- Rubric 2.8: How does the candidate apply the analysis of student 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)?

Important Concepts for Faculty to Share with Candidates

- An extension activity moves the Focus Student, and if appropriate addition student(s), either toward the next natural step in the curriculum plan or toward an activity related to the lesson segment that deepens or advances student's(s') age/grade-level literacy development. 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 as well as IEP accommodations. Building in time during instruction for the student(s) 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 the student(s) who did not meet the previous lesson goals, then the candidate should demonstrate that target intervention or an individualized approach was used compared to the initial lesson from the learning segment. These differences in approach should be pointed out in the Step 4 commentary.

  - If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced 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.

For additional information on Step 4: Apply, see the assessment guide.

EdSp—VI

I. General Overview

Candidate placement impacts potential success on the Literacy Cycle. Candidates should be placed in a school setting where they will work with a variety of students who have IEPs, including students who:

- are English learners

- have vision, learning media, and access needs

- have district-identified literacy-related disabilities

- have an IEP goal in the area of foundational reading skills

- have challenges with meeting the ELA/Literacy strands/standards

In order to meet the requirements set forth by SB 488 related to direct, systematic, and explicit instruction in foundational reading skills, candidates should complete the Literacy Cycle with students ages 3 and up. Inclusive instructional environments, such as classrooms that utilize a co-teaching model, are permitted as long as candidates have access to a caseload of students. Preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates are appropriately placed in schools and other educational settings where they can successfully complete the Literacy Cycle, including:

- opportunities for candidates to practice teaching foundational reading skills

- opportunities for candidates to practice teaching the additional themes from the ELA/ELD Framework

- information provided for cooperating teachers about the expectations for candidates in the Literacy Cycle

- allowance for the required video recordings of students, instructional support personnel, and candidates in the learning environment

The Literacy Cycle measures selected elements of TPE Domains 1–6, as well as TPE Domain 7: Effective Literacy Instruction for Students with Visual Impairments.

II. Literacy Cycle Considerations by Step

Step 1: Plan

Candidates begin the Literacy Cycle by providing background information about the focus student's 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/caseload and focus student that

they worked with during the Math Cycle, 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/caseload.

The focus of the Literacy Cycle varies from the Math Cycle, shifting from a focus on planning/co-planning, or adapting one lesson to provide instruction and support for one focus student to planning, co-planning, or adapting multiple lessons and administering assessments to one focus student. Engaging in two cycles of instruction provides the opportunity for candidates to demonstrate the full depth and breadth of their teaching.

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	• With the guidance of your cooperating teacher and/or supervising faculty, review relevant observations, recommendations, and/or results from comprehensive assessment and recent literacy assessments. • Select one focus student (FS). • Provide contextual information for your focus student. • 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.	• **Part A:** Written Narrative: Contextual Information (no more than 4 pages) • **Part B:** Learning Segment Template (no more than 6 pages per lesson) • **Part C:** Written Narrative: Description of Assessments (no more than 5 pages) • **Part D:** Description or Blank Copy of One Summative Assessment and the Rubric and/or Performance Criteria

Step 1 Essential Questions

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 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 strand(s)-/standard(s)-based ELA/Literacy **and** ELD goals[40] that are age-/grade- level specific **and** developmentally appropriate?

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[40] You must use the California Common Core State Standards for English Language Arts & Literacy, California English Language Arts/English Language Development (ELA/ELD) Framework, and California English Language Development Standards (CA ELD Standards). Candidates in TK must use the strands of the Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy. If the FS is a braille user, the ELA/Literacy learning goal must incorporate the selected Braille Reading Standard(s).

- Rubric 2.2: How does the candidate apply findings from comprehensive assessment **and** recent literacy assessments[41] to provide meaningful access to

    - the selected foundational reading skill(s)[42] using a direct, systematic, and explicit approach to support the FS's literacy and language development?

    - the selected additional theme(s)[43] from the ELA/ELD Framework using integrated ELD[44] to support the FS's literacy and language development?

Evidence includes a completed Learning Segment Template; two written narratives: Contextual Information and Assessment Descriptions; and description or blank copies of both the summative assessment and rubric and/or performance criteria.

Important Concepts 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.

- Strands/Standards referenced must be the California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development, California ELA/Literacy Standards, ELD Standards, and ELA/ELD Framework. **The Core Content Connectors (CCCs) may be used for students who are eligible for the California Alternate Assessments (CAA) for ELA/Literacy or who access an alternate curriculum as a part of their IEP.**

- It is expected that this learning segment will include activities and strategies that leverage the cultural and linguistic assets and meet the needs of all students in the learning group; therefore, it is important to provide detailed information in all the applicable 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 activity based on what happened in the first three to five lessons.

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[41] Based on recent, relevant observations, recommendations, and/or results from comprehensive assessment and literacy assessments (e.g., recent functional vision, learning media, and/or ECC assessments; formative, summative, state testing); screenings; literacy and/or language profiles; student work samples; IEP information; and/or information provided by their cooperating teacher, members of the educational team, and/or families/guardians.

[42] Foundational reading skills: print/braille concepts, including pre-braille skills (e.g., tactual discrimination, finger sensitivity, tracking); letters of the print alphabet; braille letters and symbols, including contracted braille; braille mechanics/hand movements; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity).

[43] Additional themes: meaning making, language development, effective expression, and/or content knowledge

[44] Integrated ELD is required for all submissions regardless of whether the FS is an English Learner.

Sample lessons from the vignettes found in the ELA/ELD Framework can provide concrete examples for candidates as they develop their own plans. For additional information on Step 1 Plan, see the assessment guide.

Step 2: Teach and Assess

Conduct the Learning Segment, Including Formative Assessment(s)

Since the Teach and Assess step is at the heart of this cycle (four 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 Literacy Cycle submission deadline to get it all done.

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	• Conduct and video record the lessons and assessments. • Select video clip(s). • Provide commentary for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling no more than 20 minutes) • **Part F:** Commentary (written commentary, no more than 8 pages; **OR** verbal/ASL commentary, up to 10 minutes of video)

Step 2 Essential Questions

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

- 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)[45] 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)[46] from the ELA/ELD Framework **and** use integrated ELD[47] to support the FS's progress toward meeting the ELA/Literacy **and** ELD goals?

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[45] Foundational reading skills: print/braille concepts, including pre-braille skills (e.g., tactual discrimination, finger sensitivity, tracking); letters of the print alphabet; braille letters and symbols, including contracted braille; braille mechanics/hand movements; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity).

[46] Additional themes: meaning making, language development, effective expression, and/or content knowledge

[47] Integrated ELD is required for all submissions regardless of whether the FS is an English Learner.

- 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?

Important Concepts for Faculty to Share with Candidates

- Candidates should practice video recording their lessons in their entirety early and often in their clinical practice. This will assist their student(s) in getting used to the camera and increase candidate comfort with being recorded.

- Candidates should practice writing and/or speaking about their teaching practices (Commentary) and what the student(s) gain from their instruction. They should be able to explain what they are doing and why they are doing it.

For additional information on Step 2: Teach and Assess, see the assessment guide.

Step 3: Reflect

The candidate must be able to analyze the summative assessment data, explain their conclusions, and then discuss changes they would make for the focus student. Candidates need experience with referring to evidence from previous steps in their submission to explain or illustrate their conclusions.

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	• Engage the FS in the summative literacy assessment. Score and determine the FS's progress. • Analyze and reflect on the FS's results from the summative literacy assessment and provide the FS with specific, actionable feedback on the assessment. • Submit the FS summative literacy assessment response, the scored rubric and/or performance criteria, and specific, actionable feedback. • 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.	• **Part G:** Focus Student's Summative Assessment Response and Scored Rubric and/or Performance Criteria • **Part H:** Focus Student's Summative Assessment Actionable Feedback • **Part I:** Written Narrative: Reflection and Analysis of Summative Assessment Results (no more than 4 pages)

Step 3 Essential Question

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

- 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?

Important Concepts for Faculty to Share with Candidates

- The focus student's response needs to reflect the qualities of product, process, or performance completed as described by the rubric and/or performance criteria for the students. If performance is the method for the students to demonstrate the ELA/Literacy and ELD goals, then candidates should upload and submit one video clip of the focus student's performance.

- Candidates need to demonstrate what actionable feedback related to the ELA/Literacy and ELD goals was provided to the focus student. For example, a score, grade, or checkmark alone on the student work product is not adequate feedback. Candidates, in consultation with the focus student, can describe next steps for revision or additional learning. Student assessment feedback must be based on the ELA/Literacy and ELD goals and detailed enough so that the focus student understands what and how they can continue to learn. Celebrating student learning is key.

    For additional information on Step 3: Reflect, see the assessment guide.

Step 4: Apply

Either re-teaching or providing an extension activity for the Focus Student, and, if appropriate, additional student(s), is an important choice to be made in the Literacy Cycle. Re-teaching must be offered using targeted intervention or an individualized strategy. Guidance on how to use a range of instructional methods and student activities to reach the student(s) and provide equal access to the grade-level literacy instruction, following sound Universal Design for Learning principles, is key. An extension lesson, because the student(s) have met the learning goals, should also be offered in a way that deepens or advances student's(s') learning.

Step	What You Need to Do	Evidence to Be Submitted
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 for the video clip.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (no more than 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written commentary, no more than 2 pages; **OR** verbal/ASL commentary, up to 5 minutes of video)

Step 4 Essential Questions

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

Step 4:

- Rubric 2.8: How does the candidate apply the analysis of the focus student'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)?

Important Concepts for Faculty to Share with Candidates

- An extension activity moves the Focus Student, and if appropriate, additional student(s), either toward the next natural step in the curriculum plan or toward an activity related to the lesson segment that deepens or advances student's(s') grade-level literacy development. 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 as well as IEP accommodations. Building in time during instruction for the student(s) 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.

  o If the activity is re-teaching a concept to the student(s) who did not meet the previous lesson goals, then the candidate should demonstrate that target intervention or an individualized approach was used compared to the initial lesson from the learning segment. These differences in approach should be pointed out in the Step 4 commentary.

  o If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced 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.

- Sample lessons from the vignettes found in the [ELA/ELD Framework](#) can provide concrete examples for candidates as they develop their own plans.

For additional information on Step 4: Apply, see the assessment guide.

CalTPA Glossary

This glossary contains terms as used in this version of the CalTPA Literacy Performance Assessment Program Guide and the CalTPA performance assessment guides.

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 be developing certain terms and concepts, or are learning 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.

Adverse childhood experiences

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0–17 years). Examples include:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide

Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding. Examples can include growing up in a household with:

- substance use problems
- mental health problems
- instability due to parental separation
- instability due to household members being in jail or prison

The examples above are not a complete list of adverse experiences. Many other traumatic experiences could impact health and well-being. This can include not having enough food to eat, experiencing homelessness or unstable housing, or experiencing discrimination.

Affirm and validate[48]

To take the culture(s) and language(s) of the student(s) that have been traditionally perceived as negative or illegitimate and intentionally and purposefully reverse those perceptions and highlight them as strengths.

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."

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[48] Center for Culturally Responsive Teaching and Learning (CCRTL)

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.

At risk for dyslexia

A student is at risk for dyslexia when they exhibit "deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge." (Gaab, 2017)

Augmentative and alternative communication (AAC)[49]

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

Biliteracy[50]

Sometimes referred to as bilingual. Instruction for English learners in which the students' native language and English are used for academic and literacy instruction. The goal of biliteracy instruction is to work toward proficiency in English.

Black, Indigenous, and people of color (BIPOC)

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

Bridging

Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.[51]

California Content Standards and/or Curriculum Frameworks[52]

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, and the California Preschool/Transitional Kindergarten 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

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[50] Multilingual Education - Resources (CA Dept of Education)

[51] Appendix, Resources, & Glossary - Curriculum Frameworks (CA Dept of Education)

[52] 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/Transitional Kindergarten 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%2Fncsreading.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)

language of the content standard is in almost all cases retained to maintain a close grade-level connection."[53]

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.[54]

California Preschool Curriculum Frameworks[55]

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

California Preschool/Transitional Kindergarten Learning Foundations[56]

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)[57]

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

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[53] 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)

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

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

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

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

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.

Checklist

A form of student self-assessment that is based on the learning goals and allows the students to objectively compare the criteria of the checklist to their own process, product, or performance.

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.[58]

Content knowledge

Reading, writing, speaking, listening, and language are tools for acquiring, constructing, and conveying knowledge. Students who exhibit the capacities of literate individuals build strong content knowledge. As stated in the CA CCSS for ELA/Literacy, "Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking" (CDE 2013, 6).[59]

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

[59] 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

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.

Crosscutting themes

The five key themes of a robust and comprehensive instructional program in ELA/Literacy for all students: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Reading Skills. These key themes cut across the strands of Reading, Writing, Speaking and Listening, and Language. They also encompass all three parts of the CA ELD Standards: "Interacting in Meaningful Ways" (collaborative, interpretive, and productive), "Learning About How English Works" (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas), and "Using Foundational Literacy Skills."[60]

Cultural and/or linguistic assets and/or interests[61]

The culture(s) and language(s) that students bring to school are important strengths and positive contributions to the school community. These assets are incorporated in positive ways through culturally and linguistically sustaining practices and the support of bilingualism.

Asset-based pedagogies view the diversity that students bring to the classroom (e.g., culture, language, interests, disability, socio-economic status) as characteristics that add value and

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[60] 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

[61] English Learner Roadmap Principle One - English Learner Roadmap (CA Dept of Education)

strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, and culturally sustaining pedagogy are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and/or linguistic experiences and/or interests of students to make learning more relevant and effective.

Culturally and linguistically sustaining practices[62]

Culturally and Linguistically Sustaining Practices (CLSP) draw upon, infuse, and evoke students' existing schema, experiences, funds of knowledge, and perspectives to optimally facilitate learning. CLSP also intentionally seek racial and cultural equity and pluralism in order to deliberately tailor district-wide norms, policies, and practices to affirm the identities of and expand opportunities for historically marginalized students. CLSP heavily rely upon the scholarship and research of its preceding models, namely culturally relevant, culturally responsive, and culturally sustaining pedagogies (Gay 2010; Ladson-Billings 1995; Paris 2012).

Deaf coach

A Deaf coach is a Deaf adult who is fluent in sign language and works in conjunction with the teacher and the family to provide services that support the student's progress toward IFSP or IEP language goals.[63]

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."[64]

Deficit thinking

Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.[65] 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."[66]

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[62] Dr. Colin Rose & Hayden Frederick-Clarke; Boston Public Schools (PDF)

[63] https://norcalcenter.org/deafcoach/

[64] 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.

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

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

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.

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.[67]

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.

Direct literacy instruction[68]

The California Dyslexia Guidelines provide the following definition: All concepts are directly and explicitly taught to students with continuous student–teacher interaction. Learning is never assumed. All concepts, skills, and procedures are deliberately taught and practiced with teacher guidance and feedback. The goal of instruction is always independent and functional use.

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[67] ELA/ELD Framework, 2014

[68] California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education)

SB 488 adds that "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

1. The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.

2. A strong literature, language, and comprehension component with a balance of oral and written language.

3. Ongoing diagnostic techniques that inform teaching and assessment.

4. Early intervention techniques.

5. Guided practice in a clinical setting.

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.[69]

Disability category

Students who qualify for special education services can qualify under thirteen categories under the Individuals with Disabilities Education Act (IDEA). They can have a primary eligibility and a secondary eligibility. The thirteen categories are autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment (including blindness).

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.

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

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.

Dyslexia

"A specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (IDA 2002) Dyslexia may also be understood as one type of a 'specific learning disability,' which is defined in California's regulations pertaining to students who qualify for special education services."[70]

Education Specialist Teaching Performance Expectations

Education Specialist TPEs[71] 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 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.

Effective expression

Effective expression in writing, discussing, and presenting depends on drawing clear understandings from and interacting with oral, written, and visual texts. These understandings may be literal or inferential and are impacted by students' knowledge of the topic and comprehension of the underlying language structures of the texts. Cogent presentations in speaking and writing result from repeated encounters with texts; these encounters are driven

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[70] See Chapter 10 of the CA Dyslexia Guidelines for more information

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

by different purposes, which help students analyze and interpret texts in terms of validity and linguistic and rhetorical effects.[72]

English Language Development

Integrated ELD is instruction in which the California English Language Development Standards (CA ELD Standards) are used in tandem with the state-adopted academic content standards. Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English.[73]

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 development proficiency level descriptors

Proficiency level descriptors (PLDs) provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language. Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level. Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.[74]

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.

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[72] 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

[73] English Language Development Standards - Resources (CA Dept of Education)

[74] Appendix, Resources, & Glossary - Curriculum Frameworks (CA Dept of Education)

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 (LEAs) 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 (ELs) 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."[75] Examples of evidence-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)[76]

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.

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[75] https://www.cde.ca.gov/re/es/evidence.asp

[76] 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

Explicit literacy instruction

The California Dyslexia Guidelines provide the following definition: All concepts are directly and explicitly taught to students with continuous student–teacher interaction. Learning is never assumed. All concepts, skills, and procedures are deliberately taught and practiced with teacher guidance and feedback. The goal of instruction is always independent and functional use.

SB 488 adds that "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

> (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
>
> (ii) A strong literature, language, and comprehension component with a balance of oral and written language.
>
> (iii) Ongoing diagnostic techniques that inform teaching and assessment.
>
> (iv) Early intervention techniques.
>
> (v) Guided practice in a clinical setting.

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."

Feedback

Information given to students about their performance that guides future behavior. Feedback can tell students what is going well, what they are or are not understanding, and how they can advance learning, improve, or revise their work.[77]

Fluent English Proficient

Students with a primary language other than English who were initially classified as an English learner but who have since met the school district's criteria for English Language Proficiency.[78]

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[77] Ambrose et al., 2010

[78] English Language Proficiency Assessments for California Information Guide

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.

Formative assessment

Formative assessment is a process teachers and students use during instruction that provides feedback to adjust ongoing teaching strategies and student learning. This type of assessment is referred to as an assessment for learning (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).

Foundational reading skills

Acquisition of the foundational skills of literacy—print concepts, phonological awareness, phonics and word recognition, fluency, and/or morphology/morphological awareness—is crucial for literacy achievement.

- For Multiple Subject, Mild to Moderate Support Needs, and Extensive Support Needs candidates in TK–3 settings, foundational reading skills also include creating literacy environments that are print rich and that foster interest in print; and games, books, poetry, oral storytelling, and songs that draw attention to print, the manipulation of sounds, and alphabet letters.

- For Early Childhood Special Education candidates, foundational reading skills are defined as games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters; print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including orthographic awareness; decoding and encoding; and morphological awareness.

- For Deaf and Hard of Hearing candidates, foundational reading skills are defined as print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping; phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphology/morphological awareness; and fluency, including sign concept accuracy and prosody through verbal expression and/or facial expressions and movement in ASL.

- For Visual Impairments candidates, foundational reading skills are defined as print/braille concepts, including pre-braille skills (e.g., tactual discrimination, finger sensitivity, tracking); letters of the print alphabet; braille letters and symbols, including contracted braille; braille mechanics/hand movements; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity).

In order for students to independently learn with and enjoy text and express themselves through written language they need to develop facility with the alphabetic code. This framework recognizes that early acquisition of the foundational skills is imperative. The sooner children understand and can use the alphabetic system for their own purposes, the more they can engage with text, which is the very point of learning the foundational skills. The more students engage with text, the more language and knowledge and familiarity with the orthography (written system) they acquire, which in turn support further literacy development.

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).[79] 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

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[79] 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.

facilitate learning and instruction. There are many similar names for graphic organizers, including concept maps and story maps.

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 speaker

Individuals who have learned a language from their family. The language learned at home differs from the primary language spoken in the country/society in which they have lived most of their lives.

Heritage language user

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

High-leverage practices

Vanderbilt University (Pittman)[80] 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).[81]

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.

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

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

Inclusive environment

An inclusive environment is a learning environment in which all students are able to access and participate in the lesson activities through individual learning goals, accommodations, and modifications, leading access to the general education curriculum.[82]

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).

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.[83] See also "support personnel."

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[82] IRIS | Page 2: How Does Inclusion Differ from Traditional Instruction? (vanderbilt.edu)

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

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.[84]

Intentional

Being thoughtful and purposeful in the decisions made related to the specific students in the class and the learning goals of the activity.

Interpretive

Relating to comprehension and analysis of written and spoken texts.[85]

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.

Language deprivation

The harm that results when a child does not receive sufficient language input to acquire or learn any language or readily develop cognitive capabilities. Early access to language is critical for all children, particularly for children who are Deaf or Hard of Hearing (DHH). Some students who are DHH may be able to access some residual hearing or use devices to assist them with auditory access, but those who do not will access language visually. Students who use a visual language, such as ASL, need access from an early age in order to avoid the academic and cognitive delays that can result from language deprivation.

Language development

Language development, especially academic language, is crucial for learning. It is the medium of literacy and learning; it is with and through language that students learn, think, and express. The strands of the CA CCSS or ELA/Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—"Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Literacy Skills."

Language program model

The language program model refers to the type of multilingual program a bilingual student may access. Programs include dual-language (two-way) immersion, biliteracy, and one-way immersion. For more information please visit the CDE's Multilingual Program Descriptions.

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[84] ELA/ELD Framework, 2014

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

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.

Literacy learning need

Students who have a literacy learning need are not progressing or responding to initial instruction and/or may need additional support in order to meet grade-level standards.[86]

Literacy profile

A literacy profile describes a student's existing literacy knowledge and skills and their areas of need, and it identifies factors or obstacles to their learning.[87] It may contain information about the student's phonemic awareness skills, word-level reading accuracy, fluency, comprehension, spelling, writing, and/or oral language skills.

Literacy-related disability

A student may have a literacy-related disability if their district/school-identified disability impacts their ability to access literacy-related content. For example, a student with autism may have challenges with inferential thinking or the use of pragmatic language.[88]

Long-term English learner

An English learner who is enrolled in any of grades 6–12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to EC Section 60810, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to EC Section 60640, or any successor test.[89]

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[86] 2014 ELA/ELD Framework, Chapter 9 - Curriculum Frameworks (CA Dept of Education)

[87] Creating a literacy profile (education.vic.gov.au)

[88] See Chapter 6 "Distinguishing Dyslexia from Other Reading Disabilities" of the CA Dyslexia Guidelines for more information.

[89] Appendix, Resources, & Glossary - Curriculum Frameworks (CA Dept of Education)

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

Meaning making

Meaning making is at the heart of ELA/Literacy and ELD instruction. Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research.[90]

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

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.[91]

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[90] 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

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

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.

Newcomer

Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries. (See page 544, Chapter 6, for a more detailed description.)[92]

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.[93]

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.

One-way immersion

A language program model where instruction is provided in English and other language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language, and cross-cultural understanding.[94]

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[92] Appendix, Resources, & Glossary - Curriculum Frameworks (CA Dept of Education)

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

[94] Multilingual Education - Resources (CA Dept of Education)

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.

Performance criteria

The specific ways that students will demonstrate and provide evidence of their learning. Performance criteria are derived from the ELA/Literacy and ELD goals and explicitly describe what students will say, do, make, or write to demonstrate they are progressing toward meeting the ELA/Literacy and ELD goals. Performance criteria should be clearly communicated to the students in advance of the assessment.

Positive behavior support[95]

Evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. Educators and practitioners provide a continuum of academic, behavioral, social, and emotional support matched to students' needs. We describe this continuum across three tiers of support.

- Tier 1: Universal, Primary Prevention (All). Tier 1 systems, data, and practices support everyone—students, educators, and staff—across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust and differentiated, and enables most (80% or more) students to experience success.

- Tier 2: Targeted, Secondary Prevention (Some). In addition to Tier 1 foundation, students receiving Tier 2 supports get an added layer of systems, data, and practices targeting their specific needs. On average, about 10–15% of students will need some type of Tier 2 support.

- Tier 3: Intensive and Individualized, Tertiary Prevention (Few). At most schools and programs, there are a small number (1–5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At Tier 3, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not.

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[95] https://pbisca.org/executive-summary

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 formative/informal, student self-, and summative/formal assessment strategies.

Purposeful

Being thoughtful in the selection of your teaching strategies and assessments in a way that supports the specific students in your classroom and the learning goals of the lesson.

Reclassified English learner

Reclassification[96] 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.

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

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

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[97] 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.

Screenings

Screenings are conducted with all students in their general education classrooms as part of the typical instruction. Screenings may include checklists, work samples, curriculum-based assessment tools, and informal or formal standardized achievement tools. The use of a schoolwide, multi-tiered system of support may assist educators in determining whether individual students require more intensive interventions. A screening is not a diagnostic assessment.[98]

Second language (L2)

The student's second language.

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.

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

[98] California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education)

Social identity

The cultural identities of students[99] 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.

SST

SST stands for Student Study Team or Student Success Team. A team of educators convened at the request of a classroom teacher, parent, or counselor, that designs in-class interventions to meet the needs of a particular student prior to a special education referral or development of an IEP.[100]

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).

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.

Summative assessment

Summative assessments are used to evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period. Summative assessments are based on specific criteria for evaluating student learning goals. Often these criteria are reflected in a rubric shared with the students prior to the assessment. In summative assessments for students in TK–3, observational and oral responses are developmentally appropriate assessment strategies for students and children who are not yet independently reading. This type of assessment is referred to as an assessment of learning.

Supplemental support

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of, universal supports and are available to all students regardless of

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[99] 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/

[100] Overview of Special Education in California

identification for specialized services based on need through the use of diagnostic and progress-monitoring assessments.[101]

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.

Systematic literacy instruction

The organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult.

SB 488 adds that "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

    (i)   The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.

    (ii) A strong literature, language, and comprehension component with a balance of oral and written language.

    (iii) Ongoing diagnostic techniques that inform teaching and assessment.

    (iv) Early intervention techniques.

    (v) Guided practice in a clinical setting.

Targeted intervention

Intervention for a student that is planned after considering instruction and assessment data when the student does not meet the learning goals.

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[101] https://ocde.us/MTSS/Pages/Continuum-of-Support.aspx

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).[102]

Universal Design for Learning (UDL)[103]

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 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.

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

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