



CalTPA
California Teaching
Performance Assessment



Performance Assessment Guide

Single Subject Directions and Rubrics Instructional Cycle 1: Learning About Students and Planning Instruction

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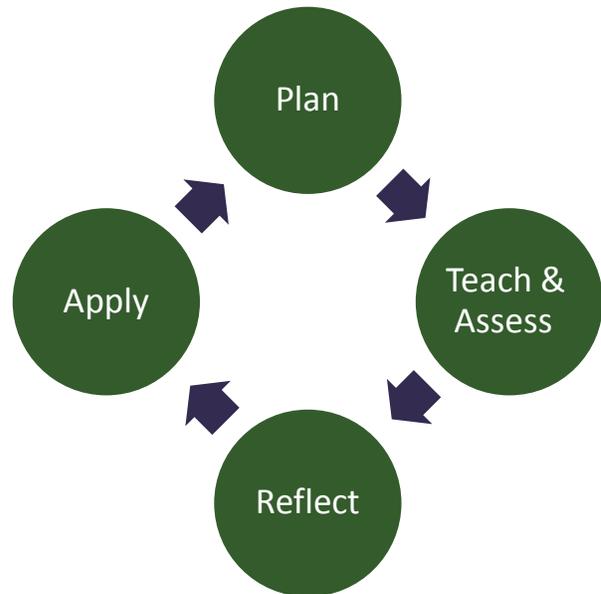
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Acknowledgments

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

Overview

Instructional Cycle 1 represents a complete teaching cycle (*plan, teach and assess, reflect, and apply*) for one content-specific lesson that you will develop and teach within a school placement. Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, you will demonstrate how you select an appropriate [learning goal\(s\)](#), determine what you expect your students to know and be able to do, and how you will assess that learning. You will develop content-specific student activities and instructional strategies to develop your students' thorough understanding of the content you are teaching. This cycle also focuses on how you monitor student understanding during the lesson and make appropriate [adaptations](#) to support individual student learning needs. As you teach and video-record the lesson, you will demonstrate how you establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources and materials to enhance content-specific learning.



The CalTPA is grounded in [Universal Design for Learning \(UDL\)](#) theory and practice as it relates to curriculum and instruction. [UDL](#) is an educational framework based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments to address individual learning differences.

[UDL](#) focuses on three key principles:

- Principle 1: Provide multiple means of representation (the **what** of learning)
- Principle 2: Provide multiple means of action and expression (the **how** of learning)
- Principle 3: Provide multiple means of engagement (the **why** of learning)

Instructional Cycle 1 includes four steps:

- ❖ **Step 1: Plan.** Gather information about one class of TK–12 students, identify an appropriate content focus, and develop a lesson plan based on the applicable [California state standards](#), [content-specific pedagogy](#), and knowledge of your students. Describe the assets and learning needs of the class as a whole and for 3 focus students.
- ❖ **Step 2: Teach and Assess.** Teach the planned lesson to students and video-record the lesson. Select and annotate clips from your video that illustrate specific teaching practices and instructional strategies of the lesson. [Annotations](#) you provide should describe how you create a positive and safe learning environment; set expectations for learning; engage students in content-specific [higher-order thinking](#); support the focus students; and monitor for student understanding through [assessment](#).
- ❖ **Step 3: Reflect.** Provide information on drawing from student assets and needs to plan an appropriate, relevant, and rigorous content-specific lesson for your whole class. Explain how your lesson plan was flexible to incorporate in the moment adaptations for specific students. Indicate what you needed to do to support your 3 focus students.
- ❖ **Step 4: Apply.** Explain what you would do differently to advance the learning of this group of students and, if you were to teach this lesson again, what you would do the same or differently to improve learning for this group of students.

Across the entire instructional cycle of planning, teaching and assessing, reflecting, and applying, you will demonstrate your ability to address learning needs for the whole class as well as 3 focus students:

1. **Focus Student 1:** a student identified as an [English learner](#)
2. **Focus Student 2:** a student identified by the district/school with an [IEP](#) or a [504 plan](#) or a student identified for [GATE](#)
3. **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

Talk with your master, mentor, or supervising teacher to learn about individual students. Refer to subsequent notes regarding strategies for gathering information for focus students.

Content-Specific Pedagogy

The statements included in the links provided in this section were drawn from the California Teaching Performance Expectations (TPEs) and informed by California subject matter experts as key pedagogy for new teachers to know and be able to do upon entering the profession.

SINGLE SUBJECT CONTENT-SPECIFIC PEDAGOGY

- [Agriculture](#)
- [Art](#)
- [Business](#)
- [English](#)
- [Health Science](#)
- [History/Social Science](#)
- [Home Economics](#)
- [Industrial and Technology Education](#)
- [Mathematics](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)

Evidence Table

| Cycle Step | What You Need to Do | Evidence to Be Submitted |
|--|--|--|
| <p>Step 1: Plan (templates provided)</p> | <ul style="list-style-type: none"> • Gather contextual information, including students’ assets and needs, for the whole class and for each of the 3 focus students. • Use California state standards, content-specific pedagogy, and knowledge of your students to develop one lesson plan. • Explain how the lesson plan addresses the learning needs of your students and is informed by relevant student assets, as well as how it uses UDL strategies to provide for an inclusive learning environment. • Provide key instructional resources and/or materials related to the lesson plan (e.g., reading materials, graphic organizers, slides, support documents, educational technology). | <ul style="list-style-type: none"> • Written Narrative: Getting to Know Your Students (up to 5 pages) • Lesson Plan • Written Narrative: Lesson Plan Rationale (up to 5 pages) • Related Instructional Resources and Materials (up to 8 pages) |
| <p>Step 2: Teach and Assess</p> | <ul style="list-style-type: none"> • Teach the planned content-specific lesson to your students within the school placement. • Video-record the full lesson. Select 3 video clips that show (1) how you create a positive classroom environment and set expectations for learning; (2) how you engage students in activities and use instructional strategies; and (3) how you clarify next steps for learning. • Annotate the 3 video clips. Annotations include a title and brief rationale for the teaching practices recorded. Annotation titles include: <ul style="list-style-type: none"> • Creating a Positive Learning Environment • Setting Expectations for Learning • Engaging Students in Content-Specific Higher-Order Thinking • Monitoring for Student Understanding | <ul style="list-style-type: none"> • 3 Annotated Video Clips (up to 5 minutes each) |
| <p>Step 3: Reflect (template provided)</p> | <ul style="list-style-type: none"> • Provide responses to prompts that describe how successful you were in using student assets and needs to plan an appropriate, relevant, and rigorous content-specific lesson for your whole class and for 3 focus students. Cite evidence from Steps 1 and/or 2 to support your reflection. | <ul style="list-style-type: none"> • Written Narrative: Reflection on What You Learned (up to 3 pages) |
| <p>Step 4: Apply (template provided for written narrative only)</p> | <ul style="list-style-type: none"> • Provide responses to prompts regarding how what you learned through completing this assessment cycle will advance your teaching practice, and describe next instructional steps for your students. Cite evidence from Steps 1, 2, and/or 3 to demonstrate your rationale for next instructional steps for your students. | <ul style="list-style-type: none"> • Narrative (up to 3 pages of written or up to 5 minutes of video): Application of What You Learned |

Step 1: Plan

Choose one class of students as the focus for Instructional Cycle 1. Verify permission from the teacher(s), other adults, and parents/guardians of the students who will appear in the video recordings you will make for Instructional Cycle 1.

IMPORTANT NOTE:

Follow all district policies regarding video recording of individuals.

Candidates are responsible for verifying and, if necessary, obtaining appropriate permissions from all individuals who appear in the video clips submitted.

Complete the following planning activities of Step 1 **prior to** completing Steps 2–4.

I. Getting to Know Your Students

Directions: Consult with your master, mentor, or supervisory teacher; with additional school personnel; and with families, as needed, to develop your understanding of students' assets and learning needs. Review student work and available assessment or survey data, and talk with and/or observe students to learn about the class's range of academic strengths and learning needs. You will use this information to establish content-specific learning goals for the lesson you will plan and teach for Cycle 1.

IMPORTANT NOTE:

Gather information about student assets and needs in a professional and appropriate manner that protects students' privacy. While you might collect contextual information by talking with students, only do so if supportive and appropriate for the [developmental level](#) of the student. Personal student information must be vetted through the master, mentor, or supervising teacher. If you have questions about the types of information that are available in a public school setting about students' assets and/or learning needs, seek guidance from your school program and the school site in which you are conducting your student teaching.

Provide the information listed below about your whole class, your classroom context, and each of the three focus students using the template provided.

Whole Class

1. Description of Students' Assets and Needs

- a. prior academic knowledge related to the specific content you plan to teach
- b. [English language proficiency](#) levels ([Standard English learners](#) and English learners)
- c. cultural and linguistic resources and [funds of knowledge](#) (i.e., knowledge and skills derived from cultural experience)
- d. prior experiences and interests related to the content you plan to teach

2. Contextual Information for the Class

- a. grade level(s)
- b. content area
- c. classroom setting ([face-to-face](#), online, [hybrid](#))
- d. resources and materials you have access to in your classroom
- e. number of students:
 - i. total number of students (whole class)
 - ii. number of identified English learners
 - iii. number of Standard English learners
 - iv. number of students with an IEP
 - v. number of students with a 504 plan
 - vi. number of students identified for GATE
- f. dual-language setting, if applicable; indicate whether setting is:
 - bilingual
 - one-way immersion
 - two-way immersion

Focus Students

3. Description of 3 Focus Students' Assets and Needs

You must choose 3 different focus students who meet the criteria below. While Focus Student 2 and Focus Student 3 must meet their respective criteria, they may also be English learners.

IMPORTANT NOTE:

To protect the privacy of the focus students, refer to these students throughout your submitted evidence as Focus Student 1 (FS1), Focus Student 2 (FS2), and Focus Student 3 (FS3).

Focus Student 1

Choose a district-identified English learner. This can be an English learner at any [CELDT/ELPAC](#) level. If you have only redesignated English learners in your class, you may select one of them or select a student who needs support for his or her language development.

- a. current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language
- b. prior academic knowledge related to the specific content you plan to teach
- c. [social identity](#) (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)
- d. cultural and linguistic resources and funds of knowledge
- e. prior experiences and interests related to the content you plan to teach
- f. developmental considerations (e.g., [social-emotional](#), typical and atypical child/adolescent development)

Focus Student 2

Choose a student taught in the general education classroom (i.e., not pulled out for instruction during the lesson for the content you will teach) who the district has identified as having a disability with an IEP or a 504 plan or a student identified for GATE who will be participating in the lesson. If there are no identified students in your classroom, select a student who has recently been referred for specialized support or who requires additional learning support in the general education setting.

- a. learning challenge (identified disability and IEP goals, focus of 504 plan or MTSS support, or need for greater instructional challenge through GATE)
- b. prior academic knowledge related to the specific content you plan to teach
- c. social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)
- d. cultural and linguistic resources and funds of knowledge
- e. prior experiences and interests related to the content you plan to teach

- f. developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)
- g. [assistive technologies](#) as appropriate

Focus Student 3

Choose a student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches 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 in the home, community, or school as a result of [discrimination](#), bullying, illness, loss of parents, divorce, trauma, homelessness, poverty, or incarceration, or as a result of needs as a Standard English learner; a migrant, an immigrant, or an undocumented student; or a student in foster care.

- a. life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support
- b. prior academic knowledge related to the specific content you plan to teach
- c. social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)
- d. cultural and linguistic resources and funds of knowledge
- e. prior experiences and interests related to the content you plan to teach
- f. developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

II. Lesson Plan

Directions: Use knowledge about your students to establish content-specific learning goal(s) and develop one lesson plan.

You may use any lesson plan format (e.g., the format used by your teacher preparation program or by the school or district where you are student teaching/teaching) or use the **optional** lesson plan template provided, which is grounded in a [UDL](#) approach. The lesson plan should address the following components:

1. What are you planning to teach in the lesson?

- content to be taught based on relevant California state standard(s) and content-specific pedagogy
- learning goal(s)
- where and how this lesson fits in the larger unit of instruction
- what you expect students to learn and be able to do

2. **How will you know whether students learn what you are planning to teach?**
 - assessment (check for understanding) you will use to determine if students are not meeting, meeting, or exceeding the learning goal(s)
3. **How will you structure student learning activities?**
 - design of student learning activities that are active, challenging, engaging, and accessible to support students to achieve the learning goal(s) (e.g., use of [manipulatives](#), [think-pair-share](#), models, drawings or [maps](#), graphic organizers, [performances](#), [demonstrations](#), labs, educational technology)
 - how you will group students and manage group work (whole group, small group, pairs, or individual) to support student learning
4. **How will you plan your instruction to support learning through these student activities?**
 - instructional strategies to support student learning during the lesson (e.g., explaining, modeling thinking, [scaffolding](#), asking questions that guide a discussion or seek more information from students, role playing, providing instructions to guide an activity, checking for understanding, re-teaching)
 - resources, materials, and/or educational technology you will use to teach the lesson
 - adaptations and [accommodations](#), including, as appropriate, assistive technologies, to support individual student learning needs beyond the [UDL](#) supports you have built into the lesson

III. Lesson Plan Rationale

Directions: Thinking about the class context information and students' assets and needs for the whole class and focus students, briefly respond to the following prompts using the template provided to explain how the lesson plan is informed by and addresses:

1. **Prior Academic Knowledge:** Explain how the lesson plan builds on students' prior academic knowledge related to the content-specific learning goal(s) selected for the lesson.
2. **Student Assets and Needs:** Explain how the lesson plan incorporates or builds on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson.
3. **Student Learning Activities:** Explain why you selected the learning activities and how you will engage all students in higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer) and applications of concepts or skills to purposefully advance

their understanding of the specific content (e.g., use of manipulatives, think-pair-share, models, drawings or maps, graphic organizers, performances, demonstrations, labs).

4. **Instructional Strategies:** Explain why you will use specific instructional strategies and what adaptations you might make to improve student access to learning. Describe how you will support student engagement with the content you are teaching in this lesson (e.g., modeling, scaffolding, asking questions, providing instructions to guide an activity).
5. **Student Grouping:** Explain your rationale for grouping students in this lesson—whole group, small group, pairs, individual—and why you think this will support student learning.
6. **Academic Language Development:** How will you address the academic language development needs of the students you are teaching, including English learners and Standard English learners? What vocabulary or terminology is necessary to access the content?
7. **Resources and Materials to Support Learning:** Explain why you chose particular resources and materials to support student learning and language demands in this lesson. What is the difficulty level of text, materials, or resources needed for the lesson?
8. **Assessments:** Explain how the assessments will check on students' understanding of the content taught during the lesson.
9. **Developmental considerations** (e.g., social-emotional, typical and atypical child/adolescent development): Explain how the lesson plan addresses the developmental considerations of your students.
10. **Focus Students:** Explain how the lesson plan addresses individual needs of the 3 focus students, including as appropriate, assistive technologies, and provides inclusive learning opportunities (if relevant, may include an explanation of additional support that occurs outside the classroom) to engage fully with the content of the lesson.

IV. Related Instructional Resources and Materials

Directions: Submit up to 8 pages of key instructional materials and resources (e.g., PowerPoint slides; assignments and/or directions; one-paragraph description of text students read; computer program or app; materials needed to support, clarify, and/or illustrate the lesson plan or student activity[ies]).

Evidence to Be Submitted

- ❖ **Written Narrative: Getting to Know Your Students (up to 5 pages)**
 - Description of Students' Assets and Needs
 - Contextual Information for the Class
 - Description of 3 Focus Students' Assets and Needs
- ❖ **Lesson Plan**
- ❖ **Written Narrative: Lesson Plan Rationale (up to 5 pages)**
- ❖ **Related Instructional Resources and Materials (up to 8 pages)**

Step 2: Teach and Assess

I. Select and Annotate Video Clips

Directions: Teach and video-record the entire planned lesson, then review the video(s) to select and annotate **3 video clips (up to 5 minutes each)**. Clips may be selected from any part of the planned lesson. Annotation titles are provided that you will use to point out where you are using instructional strategies to teach and assess your students.

Video Clip 1: Opening the Lesson

Creating a Positive Classroom Environment and Setting Expectations for Learning (up to 5 minutes)

Select a clip from a portion of your lesson that establishes a positive classroom environment and establishes learning expectations for the content of the lesson.

For example: setting clear expectations, framing the lesson, creating a safe and welcoming environment, greeting students, establishing central question(s) and/or lesson hook, engaging students, establishing positive rapport

Video Clip 2: Middle of the Lesson

Student Activities and Instructional Strategies (up to 5 minutes)

Select a clip from a portion of your lesson that shows you and the students actively engaged in activity(ies), strategy(ies), and assessment that reflect content-specific higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer).

For example: inquiry processes, problem solving, teacher and student discussions that advance understanding of the content, analysis of ideas, connecting ideas, peer-to-peer interactions, critique of student work, guided small group work, collaborative learning activities, opportunities to be creative, activities that encourage student voice, academic language development, use of educational technology or assistive technologies

Video Clip 3: Closing the Lesson

Next Steps for Learning (up to 5 minutes)

Select a clip from the end of the lesson that demonstrates how you summarized and checked for understanding of learning goal(s) and clarified next steps for learning the content.

For example: asking and answering questions at the end of the lesson

IMPORTANT NOTE:

Video clips can be selected from the video recording of the complete lesson; however, each clip must be **continuous and unedited** (e.g., no additional music or graphics, no breaks in recording to remove quiet time).

You may use up to 5 minutes for each clip to demonstrate your ability to address the teaching practices required through the annotation titles. Please note that the length of your video is not the focus of the assessment; you can clearly demonstrate some practices in less than 5 minutes.

Annotations

Your annotations are brief text explanations you provide that are associated with specific points in the video clips (the **where**). For each annotation,

- include an annotation title (as listed below) to label your explanation (the **what**) and
- provide your brief rationale explaining the decisions that you made in your teaching practice at that specific point (the **why**).

Annotation Titles

Creating a Positive Learning Environment

Explain why you chose the strategies you used to establish a positive and safe learning environment.

Setting Expectations for Learning

Explain how you set and maintained expectations for learning throughout the lesson.

Engaging Students in Content-Specific Higher-Order Thinking

Explain why you implemented learning activities and used instructional strategies (e.g., resources, materials, and/or educational technology) to provide access and engage students in challenging content-specific learning.

Monitoring for Student Understanding

Explain your assessment practices and how you checked for understanding of the content-specific goals throughout the lesson.

IMPORTANT NOTE:

Each annotation title must be used at least once across the 3 video clips. If appropriate, you may use annotation titles multiple times (e.g., two video clips could have evidence in support of “Monitoring for Student Understanding”).

Evidence to Be Submitted

- ❖ **3 Annotated Video Clips (up to 5 minutes each)**

Step 3: Reflect

I. Reflect on What You Learned

Directions: Respond to the following prompts using the template provided. Cite evidence from Steps 1 and/or 2 for each response.

1. How did learning deeply about your students' assets and needs
 - a. inform/shape your lesson plan for the whole class?
 - b. support student access to and engagement with the content?
2. Was your lesson plan sufficiently flexible to support all students' learning, or did you need to incorporate specific instructional, in-the-moment adaptations for particular students?
3. How did your instructional approach support learning for each of the 3 focus students to achieve the content-specific learning goal(s)?

IMPORTANT NOTE:

Be sure to cite evidence from your submission from Step 1 and/or Step 2 (e.g., narrative, lesson plan, lesson plan rationale, video clips, annotations) for each response.

Evidence to Be Submitted

- ❖ **Written Narrative: Reflection on What You Learned (up to 3 pages)**

Step 4: Apply

I. Application of What You Learned

Directions: Respond to the following prompts. You have two options for responding: (1) in a written narrative using the template provided (up to 3 pages) or (2) in a video clip (up to 5 minutes) where you record your responses. Cite evidence from Steps 1, 2, and/or 3 with each response.

1. Explain what you would do next to advance the learning of this group of students.
 - a. Do you need to reteach any part of the lesson? Explain why.
 - b. Based on what they learned about the content you were teaching, what will you teach next?
2. If you were to develop and teach this lesson again, what would you do the same or differently to improve learning of content and academic language for this group of students and why?

IMPORTANT NOTE:

Be sure to cite evidence from your submission from Step 1, Step 2, and/or Step 3 (e.g., narrative, lesson plan, lesson plan rationale, video clips, annotations) for each response.

Evidence to Be Submitted

- ❖ **Narrative (up to 3 pages of written or up to 5 minutes of video): Application of What You Learned**

Instructional Cycle 1 Rubrics

Essential Questions

[Rubrics](#) are aligned to the pedagogical steps of plan, teach and assess, reflect, and apply. Each rubric is framed by an essential question that outlines the knowledge, skills, and abilities assessed within the rubric. The table below is a summary of the essential questions for the eight rubrics of Cycle 1.

| Plan | |
|------------------|--|
| Rubric 1.1 | How does the candidate’s proposed learning goal(s) connect with prior knowledge and define specific outcomes for students? How do proposed learning activities and instructional strategies support, engage, and challenge all students to meet the learning goal(s)? |
| Rubric 1.2 | How does the candidate plan instruction using knowledge of FS1’s (English learner) assets and needs to support meaningful engagement with the content-specific lesson goal(s)? |
| Rubric 1.3 | How does the candidate plan instruction using knowledge of FS2’s (student with identified special needs) assets and needs to support meaningful engagement with the content-specific lesson goal(s)? |
| Rubric 1.4 | How does the candidate plan instruction using knowledge of FS3’s assets and needs to support meaningful engagement with the content-specific lesson goal(s) and address the student’s well-being by creating a safe and positive learning environment during or outside of the lesson? |
| Teach and Assess | |
| Rubric 1.5 | How does the candidate establish clear learning expectations based on an understanding of students’ prior knowledge and maintain a positive learning environment that supports all students to access and meet the content-specific learning goal(s)? |
| Rubric 1.6 | How does the candidate actively engage students in deep learning of content and monitor/assess their understanding? |
| Reflect | |
| Rubric 1.7 | How does the candidate analyze and describe the impact of their asset and needs-based lesson planning, teaching, and assessment of student learning and provide next steps to advance instruction for this group of students? |
| Apply | |
| Rubric 1.8 | How will the candidate apply what they have learned in Cycle 1 about students’ learning to future instructional design to strengthen and extend students’ understanding of content and develop academic language? |

Step 1 Rubrics

Rubric 1.1 — Step 1: Plan

Essential Question: How does the candidate’s proposed learning goal(s) connect with prior knowledge and define specific outcomes for students? How do proposed learning activities and instructional strategies support, engage, and challenge all students to meet the learning goal(s)?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|--|--|--|
| <p>Candidate’s lesson plan includes goal(s) that are not based on students’ prior content knowledge.</p> <p>OR</p> <p>Candidate does not identify evidence of student learning they will look for, and assessment strategy is not purposefully connected to content-specific learning goal(s).</p> <p>OR</p> <p>Planned learning activities are not well structured to meet the learning goal(s), or instructional strategies do not respond to the diverse needs of learners.</p> | <p>Candidate’s lesson plan includes goal(s) that are loosely built on students’ prior content knowledge, and scaffolding is not likely to support student learning.</p> <p>Candidate identifies evidence of learning that focuses on rote knowledge of content or is only partially connected to content-specific learning goal(s).</p> <p>Plan for student grouping is not conducive to the type of lesson being planned, and rationale for approach is not clear.</p> | <p>Candidate’s lesson plan includes manageable and appropriate goal(s) that clearly build on students’ prior content knowledge.</p> <p>Candidate clearly identifies the kinds of evidence they will look for to determine that students met the learning goal and the assessment(s) they will use to make this determination.</p> <p>Lesson plan includes learning activities that are appropriately engaging, challenging, and/or accessible for students, and grouping strategies are appropriate.</p> | <p>All of Level 3, plus:</p> <p>Candidate’s lesson plan provides a detailed explanation of proposed instructional adaptations and accommodations to support focus students and other individuals during the lesson.</p> | <p>All of Levels 3 & 4, plus:</p> <p>Candidate’s lesson plan is based on UDL principles and is sufficiently flexible to provide for an inclusive learning environment reflective of students’ assets and needs where all students clearly have equal access to content by engaging in challenging learning activities that develop academic language and higher-order thinking.</p> |

| | | | | |
|--|--|--|--|--|
| | | <p><u>Content-specific instructional strategies</u> include modeling and scaffolding that will assist students to reach expectations embedded in the learning activities, including higher-order thinking and academic language development.</p> | | |
| <p>TPEs and Elements: TPE 1, Elements 1, 4; TPE 2, Element 2; TPE 3, Elements 1, 2, 3, 5; TPE 4, Elements 1, 4, 7; TPE 6, Element 5</p> <p>Primary Sources of Evidence:</p> <ul style="list-style-type: none"> • Written Narrative: Getting to Know Your Students (Description of Students’ Assets and Needs [whole class]) • Lesson Plan • Written Narrative: Lesson Plan Rationale • Related Instructional Resources and Materials <p><u>Content-Specific Pedagogy</u></p> | | | | |

Rubric 1.2 — Step 1: Plan (Focus Student 1—English Learner)

| Essential Question: How does the candidate plan instruction using knowledge of FS1’s (English learner) assets and needs* to support meaningful engagement with the content-specific lesson goal(s)? | | | | |
|---|--|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Candidate’s plan does not take into account the reading, writing, listening, or speaking requirements of the content taught in the lesson.</p> <p>OR</p> <p>Candidate primarily displays deficit thinking in relation to FS1.</p> <p>OR</p> <p>Candidate does not connect knowledge of FS1’s assets and needs to the lesson.</p> | <p>Planned adaptations and/or accommodations minimally connect FS1’s assets or learning needs to the expected reading, writing, listening, or speaking abilities required of the content taught in the lesson.</p> | <p>Planned supports for student learning are clearly built on FS1’s assets and learning needs.</p> <p>Candidate’s plan provides appropriate adaptations and accommodations, as needed, to support FS1 to access core content of the lesson through required reading, writing, listening, or speaking.</p> <p>Candidate provides a cogent rationale in plan for how language adaptations and accommodations used during the lesson encourage FS1’s progress toward meeting learning goal(s).</p> | <p>All of Level 3, plus:</p> <p>Candidate plans opportunities for FS1 to participate in different modes of communication (e.g., collaborative, interpretive, and/or productive language) during the lesson to access content needed to meet learning goal(s).</p> | <p>All of Levels 3 & 4, plus:</p> <p>Candidate plans a lesson using UDL strategies that purposefully create an inclusive environment to support FS1’s content-specific learning through reading, writing, listening, and/or speaking as part of the whole class community.</p> <p>Candidate’s rationale cites evidence-based English language development practice(s).</p> |
| <p>TPEs and Elements: TPE 1, Elements 1, 6; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 4, 7; TPE 5, Element 2</p> <p>Primary Sources of Evidence:</p> <ul style="list-style-type: none"> • Written Narrative: Getting to Know Your Students (Description of Focus Student 1’s Assets and Needs) • Lesson Plan • Written Narrative: Lesson Plan Rationale • Related Instructional Resources and Materials | | | | |

* For example: prior academic knowledge; social-emotional development; social identity; cultural and linguistic resources and funds of knowledge; prior experiences and interests; developmental considerations; proficiency in reading, writing, speaking, and listening

Rubric 1.3 — Step 1: Plan (Focus Student 2—Student with identified special needs)

| Essential Question: How does the candidate plan instruction using knowledge of FS2’s (student with identified special needs) assets and needs* to support meaningful engagement with the content-specific lesson goal(s)? | | | | |
|--|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Candidate does not connect knowledge of FS2’s assets, needs, or IEP/504/GATE goals to lesson plan.</p> <p>OR</p> <p>Candidate primarily displays deficit thinking in relation to FS2.</p> <p>OR</p> <p>Planning for gifted students only includes additional, similar work and does not expand or extend their developmental or academic learning.</p> | <p>Planned accommodations minimally attend to IEP/504/GATE goals or do not identify needs between FS2’s current developmental or academic abilities and the learning demands of the lesson.</p> <p>Candidate’s plan includes limited or inappropriate scaffolding, support(s), or accommodations to address learning needs of FS2 during the lesson.</p> <p>Candidate reduces the rigor of learning activities and instructional strategies in ways that limit student access to content-specific learning goal(s).</p> | <p>Planned accommodations attend to IEP/504/GATE goals and identified assets and needs between FS2’s current developmental or academic abilities and the demands of the lesson, allowing FS2 to fully access content and meet learning goals.</p> | <p>All of Level 3, plus:</p> <p>Candidate’s lesson plan builds on and highlights FS2’s assets and learning needs.</p> <p>Candidate provides a cogent rationale in plan for scaffolding activities and strategies to accommodate FS2’s progress toward meeting learning goal(s).</p> | <p>All of Level 4, plus:</p> <p>Candidate plans a lesson using UDL that purposefully creates an inclusive environment to support FS2’s content-specific learning as part of the whole class community.</p> <p>Candidate’s rationale cites evidence-based practice(s) appropriate to the IEP, 504 plan, or other pre-determined learning goals for FS2.</p> |
| <p>TPEs and Elements: TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 2, 4, 5; TPE 5, Elements 2, 8</p> <p>Primary Sources of Evidence:</p> <ul style="list-style-type: none"> • Written Narrative: Getting to Know Your Students (Description of Focus Student 2’s Assets and Needs) • Lesson Plan • Written Narrative: Lesson Plan Rationale • Related Instructional Resources and Materials | | | | |

* For example: prior academic knowledge; social-emotional development; social identity; cultural and linguistic resources and funds of knowledge; prior experiences and interests; developmental considerations; assistive technologies; learning challenge (identified IEP goals; focus of 504 plan or MTSS support; or need for greater challenge through GATE)

Rubric 1.4 — Step 1: Plan (Focus Student 3—Student with academic/emotional support needs due to life experiences inside or outside of school)

Essential Question: How does the candidate plan instruction using knowledge of FS3’s* assets and needs** to support meaningful engagement with the content-specific lesson goal(s) and address the student’s well-being by creating a safe and positive learning environment during or outside of the lesson***?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|---|--|
| <p>Candidate’s support during or outside of the lesson provides limited support for FS3 to address needs for a safe, positive, and inclusive environment.</p> <p>OR</p> <p>Candidate primarily displays deficit thinking in relation to FS3.</p> <p>OR</p> <p>Activities or strategies are reduced in rigor or are inappropriate in ways that could expose student vulnerability or undermine a safe learning environment.</p> <p>OR</p> <p>Candidate demonstrates inaccurate understanding of FS3’s needs and how to ensure a safe and positive environment for learning.</p> | <p>Planned activities and/or strategies and assessment during or outside of the lesson may be responsive to the life experience(s) of FS3, but it is not clear that the supports contribute to establishing a safe and positive environment and promote FS3’s well-being.</p> <p>Candidate minimally connects knowledge of FS3’s assets and needs to selection of activities, strategies, and informal assessment OR provides a superficial understanding of student needs and how to create a safe and positive environment for learning during or outside of the lesson.</p> | <p>Planned activities, strategies, and assessment during or outside of the lesson are designed to provide a safe and positive learning environment, promote FS3’s well-being, and support FS3’s progress toward meeting the content-specific learning goal(s).</p> | <p>All of Level 3, plus:</p> <p>Candidate articulates how plans build on FS3’s assets and learning needs and explains why the lesson is likely to be responsive to FS3’s life experience(s).</p> | <p>All of Level 4, plus:</p> <p>Candidate plans a lesson using UDL that purposefully creates an inclusive environment to support FS3’s content-specific learning as part of the whole class community.</p> <p>Candidate’s rationale cites appropriate evidence-based practice(s) to support the needs of FS3.</p> |

TPEs and Elements: TPE 1, Elements 1, 4; TPE 2, Elements 1, 2, 3, 4; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 2, 4; TPE 5, Elements 2, 8

Primary Sources of Evidence:

- Written Narrative: Getting to Know Your Students (Description of Focus Student 3's Assets and Needs)
- Lesson Plan
- Written Narrative: Lesson Plan Rationale
- Related Instructional Resources and Materials

* FS3 is a student whose life experience(s) either inside or outside of school (including, but not limited to, challenges in the home, community, or school as a result of bullying, illness, loss of parents, divorce, trauma, homelessness, poverty, or incarceration, or as a result of needs as a Standard English learner; a migrant, an immigrant, or an undocumented student; or a student in foster care) 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).

** For example: prior academic knowledge, social-emotional development, social identity, cultural and linguistic resources and funds of knowledge, prior experiences and interests, and developmental considerations

*** Describe any additional supports that you provide to FS3 that occur outside of the lesson being taught in Cycle 1.

Step 2 Rubrics

Rubric 1.5 — Step 2: Teach and Assess

| Essential Question: How does the candidate establish clear learning expectations based on an understanding of students' prior knowledge and maintain a positive learning environment* that supports all students to access and meet the content-specific learning goal(s)? | | | | |
|--|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Candidate does not set clear learning expectations during the opening of the lesson.</p> <p>OR</p> <p>Candidate does not connect lesson to prior learning or explain how it fits in the larger unit of instruction.</p> <p>OR</p> <p>Candidate's annotations do not explain why or how a positive and safe learning environment is established.</p> | <p>Candidate sets vague learning expectations during the opening of the lesson and minimally connects lesson to prior learning.</p> <p>Candidate's annotations minimally explain strategy(ies) attempted to establish a positive and safe learning environment.</p> <p>It is not clear that strategies will support students to access and meet content-specific learning goal(s).</p> | <p>Candidate sets learning expectations during the opening of the lesson, directly connects the lesson to prior learning of content, and explains how this lesson fits in the larger unit of instruction.</p> <p>Candidate's annotations explain how a positive and safe learning environment was established.</p> <p>Strategies seen in video(s) support students to access and meet content-specific learning goal(s).</p> | <p>All of Level 3, plus:</p> <p>Candidate and students interact with each other through questioning and conversation that demonstrates positive and respectful rapport with each other and reinforces deep learning of content.</p> | <p>All of Levels 3 & 4, plus:</p> <p>Candidate's annotations explain how and why the UDL strategy(ies) used establish an inclusive environment that supports all students to learn and how these strategies provide equitable access to content.</p> |
| <p>TPEs and Elements: TPE 2, Elements 2, 3, 5, 6; TPE 4, Element 4</p> <p>Primary Source of Evidence:</p> <ul style="list-style-type: none"> 3 Annotated Video Clips | | | | |

* For example: setting clear expectations, framing the lesson, creating a safe and welcoming environment, greeting students, establishing central question(s) and/or lesson hook, engaging students, establishing positive rapport

Rubric 1.6 — Step 2: Teach and Assess

| Essential Question: How does the candidate actively engage students in deep learning of content and monitor/assess their understanding? | | | | |
|---|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Instruction and assessment demonstrate lack of attention to the levels of student engagement with content and/or classroom management necessary for student learning.</p> <p>OR</p> <p>There are inaccuracies in presented content.</p> | <p>Instruction and assessment require students to engage in lower-order thinking about content, AND/OR strategies engage students in passive learning of content during the lesson (e.g., primarily the candidate talks throughout the lesson while students sit and listen or take notes).</p> | <p>Instruction and assessment require students to actively engage in higher-order thinking/deep learning (analysis, synthesis, evaluation, interpretation, transfer) about content.</p> <p>Candidate monitors student learning to check for understanding throughout the lesson.</p> | <p>All of Level 3, plus:</p> <p>Students have opportunities to actively develop their own understandings linked to lesson goal(s).</p> <p>Candidate monitors student learning throughout the lesson and adjusts instruction for whole class.</p> | <p>All of Levels 3 & 4, plus:</p> <p>Instruction and assessment promote inclusion for all students through providing opportunities to participate in classroom discourse and as members of the community.</p> <p>Students independently facilitate their own work either in a whole group, small group, pairs, or individually, choosing how to advance their learning.</p> |
| <p>TPEs and Elements: TPE 1, Elements 5, 8; TPE 2, Element 5; TPE 4, Element 4</p> <p>Primary Sources of Evidence:</p> <ul style="list-style-type: none"> 3 Annotated Video Clips <p>Content-Specific Pedagogy</p> | | | | |

Step 3 Rubric

Rubric 1.7 — Step 3: Reflect

| Essential Question: How does the candidate analyze and describe the impact of their asset and needs-based lesson planning, teaching, and assessment of student learning and provide next steps to advance instruction for this group of students? | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Candidate’s reflection provides no connection between student assets and needs and impact on their planning, teaching, and monitoring of student learning.</p> <p>OR</p> <p>Candidate does not describe next steps for instruction.</p> | <p>Candidate’s reflection demonstrates a minor or narrow understanding of what was learned about planning, teaching, AND/OR monitoring student learning in regard to students’ assets or needs.</p> <p>Candidate describes next steps for instruction that are unconnected to what was learned about students.</p> | <p>Candidate connects the importance of knowing students’ assets and needs to student learning, and analyzes and describes how knowing this information can lead to the development of instruction that is engaging, challenging, and motivating to learners.</p> <p>Candidate provides next steps for instruction, citing evidence of student learning assessed during the lesson.</p> | <p>All of Level 3, plus:</p> <p>Candidate provides a clear rationale for how and why adaptations to instruction were or were not made during the lesson to meet whole class, group, and/or individual student needs.</p> | <p>All of Levels 3 & 4, plus:</p> <p>Candidate demonstrates a clear understanding of the principles of UDL regarding the development of flexible learning environments that can support individual learning differences, allowing for an inclusive classroom, and applies that understanding to an analysis of the planning and implementation of this lesson.</p> |
| <p>TPEs and Elements: TPE 1, Element 1; TPE 6, Element 1</p> <p>Primary Source of Evidence:</p> <ul style="list-style-type: none"> Written Narrative: Reflection on What You Learned | | | | |

Step 4 Rubric

Rubric 1.8 — Step 4: Apply

| Essential Question: How will the candidate apply what they have learned in Cycle 1 about students' learning to future instructional design to strengthen and extend students' understanding of content and develop academic language? | | | | |
|--|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Candidate description of future instruction for students is not connected to what was learned by planning, teaching, assessing, and/or reflecting on the lesson taught. | Candidate provides a vague description of future instruction for students that is partially related to promotion of content learning and development of academic language. | Candidate applies what they have learned to describe future instruction for students that is designed to strengthen and extend deep content learning and academic language development for all students. | Candidate describes targeted instructional adaptations to support, strengthen, and extend whole class, group, and/or individual student learning needs during future lessons. | <p>All of Level 4, plus:</p> <p>Candidate describes in detail how to support all students in an inclusive, safe, and positive learning environment (UDL strategies), explaining what steps they will take to ensure that all students are welcome to be part of the class community and discourse.</p> <p>Candidate's response demonstrates that they understand all students can learn when assets and learning needs are the focus of instruction.</p> |
| <p>TPEs and Elements: TPE 3, Element 2; TPE 4, Element 4; TPE 6, Element 1</p> <p>Primary Source of Evidence:</p> <ul style="list-style-type: none"> Narrative: Application of What You Learned | | | | |

Templates

This section contains samples of the templates referenced in the directions and to be used to complete Instructional Cycle 1. To complete the templates, you must

1. log in to your account;
2. download the word-processing template files available;
3. fill out the templates electronically; and
4. upload the electronic files or scanned images with any associated evidence to the Pearson ePortfolio system.

As you complete these templates, do not delete or alter any original text (including headers, footers, titles, directions, margins, and prompts) to gain more space to write your responses. Both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum allowed will not be scored.

As you prepare your submission, keep in mind some templates contain directions that are not repeated elsewhere; follow these directions carefully.

IMPORTANT NOTE:

All personally identifiable information (e.g., last names on student work samples) must be redacted on any evidence you submit.



Step 1: Plan

Getting to Know Your Students Template

Directions: Provide the information listed below about your whole class, your classroom context, and each of the three focus students by responding to the following prompts (up to 5 pages). To protect the privacy of the focus students, refer to these students as Focus Student 1 (FS1), Focus Student 2 (FS2), and Focus Student 3 (FS3). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

Whole Class

1. Description of Students' Assets and Needs

a. prior academic knowledge related to the specific content you plan to teach

[]

b. English language proficiency levels (Standard English learners and English learners)

[]

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

[]

d. prior experiences and interests related to the content you plan to teach

[]

2. Contextual Information for the Class

a. grade level(s)

[]

b. content area

[]

c. classroom setting (face-to-face, online, hybrid)

[]

d. resources and materials you have access to in your classroom

[]

e. number of students:

i. total number of students (whole class) []

ii. number of identified English learners []

iii. number of Standard English learners []

iv. number of students with an IEP []

v. number of students with a 504 plan []

vi. number of students identified for GATE []



f. dual-language setting, if applicable; indicate whether setting is:

bilingual []

one-way immersion []

two-way immersion []

Focus Students

3. Description of 3 Focus Students' Assets and Needs

IMPORTANT NOTE:

To protect the privacy of the focus students, refer to these students throughout your submitted evidence as Focus Student 1 (FS1), Focus Student 2 (FS2), and Focus Student 3 (FS3).

Focus Student 1

a. current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language

[]

b. prior academic knowledge related to the specific content you plan to teach

[]

c. social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)

[]

d. cultural and linguistic resources and funds of knowledge

[]

e. prior experiences and interests related to the content you plan to teach

[]

f. developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

[]

Focus Student 2

a. learning challenge (identified disability and IEP goals, focus of 504 plan or MTSS support, or need for greater instructional challenge through GATE)

[]

b. prior academic knowledge related to the specific content you plan to teach

[]

c. social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)

[]



d. cultural and linguistic resources and funds of knowledge

[]

e. prior experiences and interests related to the content you plan to teach

[]

f. developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

[]

g. assistive technologies as appropriate

[]

Focus Student 3

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

[]

b. prior academic knowledge related to the specific content you plan to teach

[]

c. social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)

[]

d. cultural and linguistic resources and funds of knowledge

[]

e. prior experiences and interests related to the content you plan to teach

[]

f. developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

[]



Step 1: Plan

Optional Lesson Plan Template

Directions: Use the optional lesson plan template to establish content-specific learning goal(s) and develop one lesson plan.

Lesson Overview

Title of Lesson []

Subject []

Grade Level []

Time Frame []

Developed By []

Content Standard(s) []

ELD Standard(s) []

Learning Goal(s) []

Content of Lesson

What do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning?

[]

What misunderstandings or misconceptions do you expect students might have from the lesson?

[]

What knowledge and skills do you expect students to have after engaging in the lesson?

[]

Assessment/Checking for Understanding

What essential questions will you ask to determine if students are not meeting, meeting, or exceeding the learning goal(s) of the lesson?

[]

What will students do to demonstrate achievement of content during the lesson?

[]



How will you know students understand the content?

[]

Structured Student Learning Activities

What activities will the students be involved in during the lesson to support their achievement of the learning goal(s)?

[]

How will you group students and manage group work to support student learning?

[]

Instruction to Support Learning

What instructional strategies will support student learning through multiple modalities?

[]

What resources, materials, and/or educational technology will you or your students use during the lesson?

[]

What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL supports built into the lesson?

[]



Step 1: Plan

Lesson Plan Rationale Template

Directions: Thinking about the class context information and students' assets and needs for the whole class and focus students, briefly respond to the following prompts (up to 5 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. **Prior Academic Knowledge:** Explain how the lesson plan builds on students' prior academic knowledge related to the content-specific learning goal(s) selected for the lesson.

[]

2. **Student Assets and Needs:** Explain how the lesson plan incorporates or builds on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson.

[]

3. **Student Learning Activities:** Explain why you selected the learning activities and how you will engage all students in higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer) and applications of concepts or skills to purposefully advance their understanding of the specific content (e.g., use of manipulatives, think-pair-share, models, drawings or maps, graphic organizers, performances, demonstrations, labs).

[]

4. **Instructional Strategies:** Explain why you will use specific instructional strategies and what adaptations you might make to improve student access to learning. Describe how you will support student engagement with the content you are teaching in this lesson (e.g., modeling, scaffolding, asking questions, providing instructions to guide an activity).

[]

5. **Student Grouping:** Explain your rationale for grouping students in this lesson—whole group, small group, pairs, individual—and why you think this will support student learning.

[]

6. **Academic Language Development:** How will you address the academic language development needs of the students you are teaching, including English learners and Standard English learners? What vocabulary or terminology is necessary to access the content?

[]

7. **Resources and Materials to Support Learning:** Explain why you chose particular resources and materials to support student learning and language demands in this lesson. What is the difficulty level of text, materials, or resources needed for the lesson?

[]

8. **Assessments:** Explain how the assessments will check on students' understanding of the content taught during the lesson.



[]

9. **Developmental considerations** (e.g., social-emotional, typical and atypical child/adolescent development): Explain how the lesson plan addresses the developmental considerations of your students.

[]

10. **Focus Students:** Explain how the lesson plan addresses individual needs of the 3 focus students, including as appropriate, assistive technologies, and provides inclusive learning opportunities (if relevant, may include an explanation of additional support that occurs outside the classroom) to engage fully with the content of the lesson.

a. **Focus Student 1:**

[]

b. **Focus Student 2:**

[]

c. **Focus Student 3:**

[]



Step 3: Reflect

Reflection on What You Learned Template

Directions: Respond to the following prompts (up to 3 pages), **citing evidence from your submission from Step 1 and/or Step 2 (e.g., narrative, lesson plan, lesson plan rationale, video clips, annotations) for each response.** Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. How did learning deeply about your students' assets and needs

a. inform/shape your lesson plan for the whole class?

[]

b. support student access to and engagement with the content?

[]

2. Was your lesson plan sufficiently flexible to support all students' learning, or did you need to incorporate specific instructional, in-the-moment adaptations for particular students?

[]

3. How did your instructional approach support learning for each of the 3 focus students to achieve the content-specific learning goal(s)?

[]



Step 4: Apply

Application of What You Learned Template

Directions: Respond to the following prompts (up to 3 pages), **citing evidence from your submission from Step 1, Step 2, and/or Step 3 (e.g., narrative, lesson plan, lesson plan rationale, video clips, annotations)** for each response. Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. Explain what you would do next to advance the learning of this group of students.

a. Do you need to reteach any part of the lesson? Explain why.

[]

b. Based on what they learned about the content you were teaching, what will you teach next?

[]

2. If you were to develop and teach this lesson again, what would you do the same or differently to improve learning of content and academic language for this group of students and why?

[]

Glossary

This glossary contains terms as used in this version of the CalTPA Performance Assessment Guide. Reference this glossary to determine if you are using the terms appropriately in your responses to the cycle directions.

504 Plan. Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities, protects students from being denied participation in school programs, services, or activities solely on the basis of disability. Much like an IEP, a 504 Plan is a written document detailing the services, accommodations, and modifications that can help 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’s why students who aren’t eligible for an IEP may qualify 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; necessary accommodations; and placement in the least restrictive environment.

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

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

Adaptations. Changes made by a teacher to lesson or assessment components, usually to the lesson format or to a test, that allow students to participate effectively in the lesson or the assessment. For example, adaptations can include use of different or additional resources, assistance from another student or adult, or additional time.

Annotations. Notes added by way of comment or explanation.

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 or other family members. For additional information, see “Assessment” on the [California Department of Education website](#).

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.

California English Language Development Test (CELDT). An examination for K–12 students administered through the California Department of Education. The purpose of the CELDT is to identify students who are English learners, determine their level of English proficiency, and annually assess their progress in learning English. Four skill areas are measured: listening, speaking, reading, and writing. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. NOTE: California is in the process of transitioning from the CELDT to the English Language Proficiency Assessments for California (ELPAC, see definition below). The CELDT will continue to be administered until the ELPAC becomes operational (expected in 2018).

California state standards and/or curriculum frameworks. These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area.

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

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.

Deep understanding. 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 “[higher-order thinking skills](#).”

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.

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.

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.

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

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

English Language Proficiency Assessments for California (ELPAC). The ELPAC, which will replace the California English Language Development Test (CELDT, defined above) in 2018 as the required state test for English language proficiency (state and federal law require that local educational agencies administer a state test of English language proficiency [ELP] to eligible students in kindergarten through grade twelve). The ELPAC will be aligned with the 2012 California English Language Development Standards and will comprise two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student's level of ELP.

English learner. Students 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, have 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.

Face-to-face classroom. A face-to-face 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.

Focus Student 3. A student whose life experience(s) either inside or outside of school that 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 in the home, community, or school as a result of discrimination, bullying, illness, loss of parents, divorce, trauma, homelessness, poverty, or incarceration; or a student who has been negatively impacted due to their religion, racism, sexism, classism, ableism, anti-Semitism, or heterosexism; or as a result of needs as a student of color, Standard English learner, a migrant, immigrant, undocumented student, a self-identified LGBTQ+ 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) of the instruction. Formal assessments use a [rubric](#) and/or clearly defined scoring criteria, 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.

Funds of knowledge. Defined by researchers¹ Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez (1992) "to refer to the historically accumulated and culturally developed

¹ González, N., Moll, L., and Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J. and 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.

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

bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). 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 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 classroom in order to provide culturally responsive and meaningful lessons that tap students’ prior knowledge. Information that teachers learn about their students in this process is considered the student’s funds of knowledge.

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

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

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

Higher-order thinking skills. 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 synthesizing, analyzing, reasoning, comprehending, application, and evaluation. 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).

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.

Inclusive learning environment. Inclusive 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.

Individualized Education Plan (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, parents, 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).

Learning goal. Specific statements of intended student attainment of essential concepts and skills. 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 manageable.

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.

Multi-Tiered System of Supports (MTSS). An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

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

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

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 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.

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 and others 2005). It encompasses both intrapersonal and interpersonal processes.

Social identity. The cultural identities of students² 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.

Standard English learner. Pupils whose native language is English and whose mastery of the standard English language or academic English is limited due to their use of nonstandard English.

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.

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

² Savage, S. (2005, September 21). *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/

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.

Universal Design for Learning (UDL)³. 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.

³ <http://www.udlcenter.org/>

Content-Specific Pedagogy Appendix

The statements included in this Appendix were identified from the [California Teaching Performance Expectations \(TPE\)](#) by California subject matter experts as key pedagogy for new teachers to know and be able to do upon entering the profession.

Agriculture

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to agricultural concepts and principles through the following:

- the use of explanations, demonstrations, and class and laboratory activities to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning
- guiding, monitoring, and encouraging students during hands-on laboratory investigations, experiments, and practicum
- establishing and monitoring procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials
- teaching students to provide ethical care and handling of live animals

Art

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to art concepts and principles through the following:

- engaging students in learning experiences that help them process and respond to sensory information through the languages and skills unique to the visual arts
- modeling and encouraging student creativity, flexibility, collaboration, and persistence in solving artistic problems given to them and of their own making
- supporting students' problem-solving process and skills, innovative and critical thinking, communication, and collaborative and technical skills necessary in the creative process through engagement of translating thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques
- supporting students in translating their thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques
- guiding students as they make informed critical judgments, evaluations, and responses about the quality, impact, and success of artworks through perceiving, analyzing, and applying differing sets of criteria

Business

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to business concepts and principles through the following:

- preparing students to carry out business management functions with an understanding of organizational theory and development and leadership
- enabling students to solve real-world business problems that include methods of decision making based on legal and ethical principles and the application of mathematical operations leading to quantitative and qualitative analysis
- preparing students to apply key marketing principles and concepts, including, but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets
- assisting students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations

English

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to English concepts and principles through the following:

- planning and delivering instruction of increasing complexity in reading, writing, speaking, listening, and language
- selecting appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text
- teaching formal and informal speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas

Health Science

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to health science concepts and principles through the following:

- demonstrating problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors
- assessing individual and community needs for health education by interpreting health-related data about social and cultural environments
- differentiating between health education practices that are grounded in scientific research and those that are not research based
- using analytical skills to identify behaviors that enhance and/or compromise personal health and well-being, applying a variety of risk assessment skills and prevention strategies to health-related issues
- demonstrating effective and culturally sensitive communication and advocacy skills as they relate to personal, family, and community health and health education needs
- demonstrating an understanding of the role of communication and communication skills in interpersonal relationships and identifying strategies that encourage appropriate expression

History/Social Science

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to history/social science concepts and principles through the following:

- helping students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities
- engaging students with questions and topics of disciplinary significance rather than teaching them to memorize discrete pieces of information that do not appear to connect to broader issues
- connecting understandings of people, events, and debates to broad themes, concepts, and principles and relating history–social science content to broader contextual understandings so that students better understand their current world
- creating classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues) and encouraging students to reflect on and share their insights and values

Home Economics

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to home economics concepts and principles through the following:

- employing Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills
- teaching students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities appropriately selected for the eight content areas of Consumer and Family Studies (CFS)
- working closely with industry partners and planning authentic learning experiences to prepare students for entry-level careers or advanced training and education

Industrial and Technology Education

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to industrial and technology education concepts and principles through the following:

- providing students with an understanding of the nature of technology and of its core technological concepts
- guiding students to understand and use the design process as a problem-solving model
- providing students problems, exercises, and projects that require the application of core academic knowledge, including, but not limited to, the fields of science, mathematics, economics, social science, and data analysis
- preparing students to use all types of tools safely, correctly, and effectively

Mathematics

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to mathematics concepts and principles through the following:

- engaging students in the Standards for Mathematical Practice (e.g., making sense of problems and persevering in solving them; reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; looking for and expressing regularity in repeated reasoning)
- providing a secure environment for taking intellectual risks, modeling and encouraging students to use multiple ways of approaching mathematical problems, and encouraging discussion of different solution strategies
- enabling students to understand basic mathematical computations, concepts, and symbols; to use them to solve common problems; and to apply them to novel problems

Music

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to music concepts and principles through the following:

- helping students understand the roles of musicians, composers, technology, and general instruments in diverse cultures, contexts, and contemporary and historical periods
- guiding students to identify contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres
- enabling students to understand aesthetic valuing in music and teaching them to respond to, analyze, and critique performances and works of music, including their own
- demonstrating the connections and relationships between music, the arts, and other academic disciplines
- teaching students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition

Physical Education

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to physical education concepts and principles through the following:

- designing instruction that supports the development of students' dispositions toward a healthy lifestyle and their ability to reflect on and solve problems to minimize barriers to physical activity participation throughout life
- balancing the focus of instruction between motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and sociological concepts related to physical activity
- assuring safe and productive participation in physical activity by developing procedures for care and use of equipment and carefully organizing and monitoring activities

Science

Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to science concepts and principles through the following:

- emphasizing the nature of science, scientific investigation and experimentation, the integration of engineering design, and the connections between science, society, technology, and the environment
- integrating mathematical concepts and practices, including the importance of accuracy, precision, and estimation of data and literacy
- demonstrating and encouraging the use of multiple ways to measure and record scientific data, including the use of mathematical symbols
- engaging students in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text