



CalTPA
California Teaching
Performance Assessment

Performance Assessment Guide

Instructional Cycle 1: Learning About Students and Planning Instruction



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World Languages Directions and Rubrics, **Version 06.0**

Preamble to the California Teaching Performance Expectations (TPEs)

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

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

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

All information about the [CalTPA program](#) can be found on the [California Educator Credentialing Assessments website](#). The website includes assessment information, registration and registration support, information on requesting reasonable accommodations for alternative testing arrangements, information for concurrent bilingual candidates who are in a placement where a language other than English is exclusively used for instruction or who are in a placement where both English and another language are used for instruction, and preparation materials including instructions on using the Pearson ePortfolio system and video annotation tool. For technical questions related to Cycle 1, see the [Contact Us page](#) on the California Educator Credentialing Assessments website.

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Contents

- Acknowledgments..... iv
- Overview..... 1
 - Content-Specific Pedagogy..... 3
 - Evidence Table..... 4
- Step 1: Plan 6
 - I. Getting to Know Your Students 6
 - II. Lesson Plan 9
 - III. Lesson Plan Rationale..... 10
 - IV. Related Instructional Resources and Materials..... 11
 - Evidence to Be Submitted 12
- Step 2: Teach and Assess 13
 - I. Select and Annotate Video Clips..... 13
 - Evidence to Be Submitted 16
- Step 3: Reflect 17
 - I. Reflect on What You Learned 17
 - Evidence to Be Submitted 17
- Step 4: Apply 18
 - I. Application of What You Learned 18
 - Evidence to Be Submitted 18
- Instructional Cycle 1 Rubrics 19
 - Essential Questions..... 19
 - Step 1 Rubrics..... 20
 - Step 2 Rubrics..... 28
 - Step 3 Rubric 32
 - Step 4 Rubric 33
- Submitting Your Evidence..... 35
 - Preparing Your Evidence 35
 - What to Submit 36
 - Instructional Cycle 1 Submission Specifications 37
- CalTPA Glossary..... 39

Acknowledgments

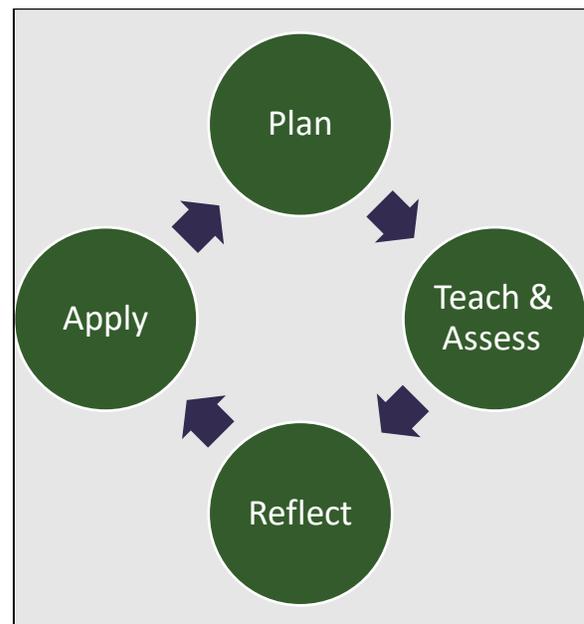
California has been an innovator in the development and use of teaching performance assessments since 2003. The California Teaching Performance Assessment (CalTPA) has been revised and updated with the assistance of a 21-member design team; the Evaluation Systems group of Pearson; the Stanford Center 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 redeveloped CalTPA (2016), the Education Specialist CalTPAs, as well as the California Administrator Performance Assessment (CalAPA), the Performance Assessment for California Teachers (PACT), and edTPA®. Participants in each of these other systems contributed to the redesigned CalTPA. The Commission on Teacher Credentialing 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](#)¹ and 3 focus students based on what you learn about their diverse [assets](#) and learning needs, including their prior knowledge, interests, and developmental considerations. In this cycle, you will demonstrate how you select an appropriate content-specific learning goal(s), determine what you expect your students to know and be able to do, and show how you assess that learning by checking for understanding. 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 learning during the lesson and make appropriate [adaptations](#) ([accommodations](#) and/or [modifications](#)) 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, affirm and validate students' cultural and linguistic backgrounds, provide social and emotional supports through positive interactions with students, use resources and materials to promote content-specific [age and/or](#)

[developmentally appropriate higher-order thinking skills](#) (i.e., analysis, synthesis, evaluation, [interpretation](#), and transfer), develop student [academic language](#), and enhance [deep learning](#) of content.

The CalTPA is grounded in asset-based instruction, [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.



¹ The first reference of a term in each section of this guide is hyperlinked to its corresponding definition in the CalTPA Glossary. To navigate to the glossary definition, click the hyperlinked word. To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

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

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

- Provide multiple means of representation (the **what** of learning)
- Provide multiple means of action and expression (the **how** of learning)
- Provide multiple means of engagement (the **why** of learning)

Instructional Cycle 1 includes four specific steps to be completed in order: plan, teach and assess, reflect, then apply.

- ❖ **Step 1: Plan.** Gather information about one class of TK–12 students and identify [content-specific learning goals](#) for at least one student with a different language learning need (e.g., heritage language learner, bilingual/multilingual student) (FS1) and develop a lesson plan based on the applicable [California Content Standards and/or Curriculum Frameworks](#),* [content-specific pedagogy](#), and knowledge of your students including their cultural and linguistic assets. Describe the assets and learning needs of the class as a whole and of 3 focus students.

*You **must** use current California Content Standards and/or Curriculum Frameworks.

Be sure to write out the content standards and not refer to only the content standard number.

- ❖ **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, explain connections to prior learning and establish expectations for content-specific learning, engage students in content-specific higher-order thinking, monitor for students' understanding of content, and establish next steps for students' learning of content.

- ❖ **Step 3: Reflect.** Drawing on information from Step 1 and Step 2, reflect on the effectiveness of your asset-based lesson planning. Explain how your lesson planning did or did not support students in reaching content-specific learning goals. Indicate what you needed to do to support your 3 focus students during the lesson.
- ❖ **Step 4: Apply.** Drawing on information from Steps 1, 2, and/or 3, explain what you would do differently to advance the learning of the class as a whole and, if you were to teach this lesson again, what you would do the same or differently to improve learning for the whole class.

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 with a different language learning need (e.g., heritage language learner, bilingual/multilingual student)
2. **Focus Student 2:** a student who has been identified by the district/school with an [Individualized Education Program \(IEP\)](#) or a [504 plan](#) or a student who has been identified for [Gifted and Talented Education \(GATE\)](#)
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 supervising/mentor 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 this section were drawn from the [California Teaching Performance Expectations \(TPEs\)](#) and informed by California subject matter experts as key [pedagogy](#) for new multiple subject, single subject, and education specialist teachers to know and be able to demonstrate upon entering the profession.

Plans, instruction, [assessment](#), reflection, and/or application provide attention to world language concepts and principles through the following:

- teaching using the three communicative modes (i.e., [interpretive](#), interpersonal, and presentational)
- teaching enabling skills (i.e., listening, reading, speaking, and writing in the target language)
- demonstrating in-depth knowledge and understanding of the cultures and societies in which the target language is spoken

- demonstrating a high proficiency in the language and culture that allows for classes to be conducted in the target language and to the extent possible in authentic cultural settings

Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Plan (templates provided, including a sample lesson plan format)</p>	<ul style="list-style-type: none"> • Gather contextual information, including students’ assets and learning needs, for the whole class and for each of the 3 focus students. • Develop one lesson plan using content-specific pedagogy, knowledge of your students, and California Content Standards and/or Curriculum Frameworks. • 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 content-specific learning goals for at least one student with a different language learning need (e.g., heritage language learner, bilingual/multilingual student) (FS1) in your lesson plan. • 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"> • Part A: Written Narrative: Getting to Know Your Students (no more than 9 pages) • Part B: Lesson Plan (include content-specific learning goal[s]) • Part C: Written Narrative: Lesson Plan Rationale (no more than 7 pages) • Part D: Related Instructional Resources and Materials (no more than 8 pages)
<p>Step 2: Teach and Assess (annotation tool provided in the ePortfolio system)</p>	<ul style="list-style-type: none"> • Teach the planned lesson to your students within the school placement. • Video record the full lesson. Select and annotate 3 video clips that show (1) how you create a positive and safe learning environment for your students, connect to prior learning, and establish expectations for content-specific learning; (2) how you engage students in activities and your instructional strategies; and (3) how you clarify next steps for students to learn the content. • Annotation titles include: <ul style="list-style-type: none"> • Creating a Positive and Safe Learning Environment • Explaining Connections to Prior Learning and Establishing Expectations for Content-Specific Learning • Engaging Students in Content-Specific Higher-Order Thinking • Monitoring for Students’ Understanding of Content • Establishing Next Steps for Students’ Learning of Content 	<ul style="list-style-type: none"> • Part E: 3 Annotated Video Clips (no more than 5 minutes each)

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 3: Reflect (template provided)</p>	<p>Drawing on information from Step 1 and/or Step 2, reflect on the effectiveness of your asset-based lesson planning. Explain how your lesson planning did or did not support students in reaching content-specific learning goal(s). Indicate what you needed to do to support your 3 focus students during the lesson.</p>	<ul style="list-style-type: none"> • Part F: Written Narrative: Reflection on What You Learned (no more than 4 pages)
<p>Step 4: Apply (template provided for written narrative only)</p>	<p>Provide responses to prompts regarding what you learned through completing this instructional cycle and how it will advance your teaching practice. Describe next instructional steps for the whole class of students, citing evidence from Steps 1, 2, and/or 3 to support your rationale.</p>	<ul style="list-style-type: none"> • Part G: Narrative: Application of What You Learned (no more than 4 pages of written or no more than 5 minutes of video explanation)

Step 1: Plan

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

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

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.

Candidates and students must be visible and conversations must be audible in the video recordings.

I. Getting to Know Your Students

Directions: Consult with your supervising/mentor teacher; with additional school personnel; and with families and/or guardians, 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 assets, including academic strengths and learning needs. You will use this information to establish [content-specific learning goals](#) (including [California Content Standards and/or Curriculum Frameworks](#)) for the lesson you will plan and teach for Cycle 1.

Gather information about student assets and learning needs in a professional and appropriate manner that protects students' privacy and aligns with the school's and/or program's policies. While you might collect contextual information by talking with the students, only do so if supportive and appropriate for the [developmental level](#) of the student. Personal student information must be vetted through the supervising/mentor 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 preparation program and the school site administrator(s) or teachers with whom you are conducting your student teaching.

Provide the following information about your whole class, their assets and learning needs, [classroom context](#), and each of the 3 focus students using the Part A: Written Narrative: Getting to Know Your Students Template provided.

Whole Class

1. **Description of Students' Assets and Learning Needs**
 - a. prior academic knowledge related to the specific content you plan to teach
 - b. cultural and linguistic resources and [funds of knowledge](#) (i.e., knowledge and skills derived from cultural experience)
 - c. prior experiences and interests **related to the content** you plan to teach
2. **Contextual Information for the Class**
 - a. grade level(s)
 - b. age of students
 - c. content area or course name
 - d. instructional setting ([in-person](#), online synchronous, [hybrid](#))
 - e. resources and materials you have access to and plan to use in the lesson
 - f. number of students:
 - i. total number of students (whole class)
 - ii. number of identified heritage language learners
 - iii. number of students with an [Individualized Education Program \(IEP\)](#)
 - iv. number of students with a [504 plan](#)
 - v. number of students identified for [Gifted and Talented Education \(GATE\)](#)
 - g. [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 Learning Needs

You must choose 3 different individuals as focus students who meet the criteria below.

To protect the privacy of the 3 different focus students, refer to these students throughout your submitted evidence as Focus Student 1 (FS1), Focus Student 2 (FS2), and [Focus Student 3](#) (FS3). Remember: Do not use an actual school name, the full names of other adults in the classroom who support students, or the full names of any students in the evidence you submit for Cycle 1.

Focus Student 1

Choose a student with a different language learning need (e.g., heritage language learner, bilingual/multilingual student).

- a. current proficiency in reading, writing, and speaking/listening in English and mastery of the target language and primary language
- b. prior academic knowledge related to specific content you plan to teach
- c. [social identity](#) (student's expressed self-concept derived from a social group that is evident through peer and/or adult interactions inside or outside of school)
- d. cultural and linguistic resources and funds of knowledge
- e. prior experiences and interests (as they relate to the content you plan to teach)
- f. developmental considerations (e.g., [social-emotional](#), physical)

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 [Multi-Tiered System of Supports \[MTSS\]](#), or need for greater instructional challenge through GATE goals/plans)
- b. prior academic knowledge related to the specific content you plan to teach
- c. social identity (student's self-concept derived from a social group that is evident through peer and/or adult interactions inside or outside of school)
- d. cultural and linguistic resources and funds of knowledge
- e. prior experiences and interests related to the content you plan to teach
- f. developmental considerations (e.g., social-emotional, physical)
- 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). The student's life experiences may include, but are not limited to, challenges where they live, in the community, or in school as a result of [discrimination](#), bullying, illness, loss of family member(s)/guardian(s) or close relation(s), divorce, trauma, homelessness, poverty, or incarceration, or the student may have been negatively impacted

due to religion, racism, sexism, classism, ableism, anti-Semitism, or heterosexism, or as a result of needs as a [migrant](#), an immigrant, or an undocumented student; the student may be a self-identified [LGBTQIA+](#) student; or the student may be in foster care.

- 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's expressed self-concept derived from a social group that is evident through peer and/or adult interactions inside or outside of school)
- d. cultural and linguistic resources and funds of knowledge
- e. prior experiences and interests related to the content you plan to teach
- f. developmental considerations (e.g., social-emotional, physical)

II. Lesson Plan

Directions: Use knowledge about your students to establish grade-level appropriate content-specific learning goal(s) for at least one student with a different language learning need (e.g., heritage language learner, bilingual/multilingual student) **(for FS1)** 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 Part B: Sample Lesson Plan Template provided, which is grounded in a [UDL](#) approach. **If you are using a lesson plan format developed by your program, school, or district, be sure that it aligns with all the required information in the Instructional Cycle 1 Guide, including content standards and learning goals.** The lesson plan should address the following components:

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

- Lesson Overview:
 - [California Content Standards and/or Curriculum Frameworks](#)*
 - grade-level appropriate content-specific learning goal(s)

***Content Standards and Curriculum Frameworks**

You must use current grade-level California Content Standards and/or Curriculum Frameworks.

Be sure to write out the content standards and not refer to only the content standard number.

- **Content of Lesson:**
 - [content-specific pedagogy](#) relevant to the lesson
 - where and how the 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?**
 - [informal assessments](#) (checks for understanding) you will use to determine if students are exceeding, meeting, or not yet meeting 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., students use of [manipulatives](#), [think-pair-share](#), models, drawings or [maps](#), [graphic organizers](#), [performance](#), [demonstrations](#), labs, [educational technology](#))
 - how you will group students and manage group work (whole class, 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 or outside of² 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](#) ([accommodations](#) and/or [modifications](#)), 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 student context information, including assets and learning needs for the whole class and focus students, briefly respond to the following prompts using the Part C: Written Narrative: Lesson Plan Rationale Template provided to explain how the lesson plan is informed by and addresses:

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

²Describe any additional supports that you provide to FS3 that occur outside of the lesson being taught in Cycle 1.

2. **Student Assets and Learning Needs:** Explain how the lesson plan incorporates, affirms, and validates 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, including [UDL](#), and what adaptations (accommodations and/or modifications) 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 class, small group, pairs, individual—and why you think this will support student learning.
6. **Academic Language Development:** Describe the [language demands](#) of the lesson and the ways in which you planned for and addressed the [academic language development](#) needs of the students you are teaching, including heritage language learners and bilingual/multilingual students. 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 you will use informal assessments throughout the lesson to check students’ understanding of the content taught.
9. **Developmental Considerations** (e.g., social-emotional): Explain how the lesson plan and informal assessments address the developmental considerations of your students.
10. **Focus Students:** Explain how the lesson plan addresses individual assets and learning 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 no more than 8 pages of key instructional materials and resources (e.g., PowerPoint slides; assignments and/or directions; one-paragraph description of text students will read; computer program or app; materials needed to support, clarify, and/or illustrate the lesson plan or specific student activity[ies]).

Evidence to Be Submitted

- ❖ **Part A:** Written Narrative: Getting to Know Your Students (no more than 9 pages)
- ❖ **Part B:** Lesson Plan (include content-specific learning goal[s])
- ❖ **Part C:** Written Narrative: Lesson Plan Rationale (no more than 7 pages)
- ❖ **Part D:** Related Instructional Resources and Materials (no more than 8 pages)

Step 2: Teach and Assess

I. Select and Annotate Video Clips

Directions: Determine that permissions are in place for students and other adults who will appear in the video recording. Teach and video record the entire planned lesson. The candidate and students must be seen engaged in synchronous instruction in the video clips. Review the video(s) and select **3 video clips** from any part of the lesson planned in Step 1 that demonstrate the following:

Video Clip 1

Creating a Positive and Safe Learning Environment for Your Students, Connecting to Prior Learning, and Establishing Expectations for Content-Specific Learning (no more than 5 minutes)

Select a clip from a portion of your lesson where you

- establish a positive learning environment (e.g., creating a safe and welcoming environment, greeting students, establishing positive rapport) for your students, and
- explain to your students the connections between their prior content-specific learning and the content of this lesson (e.g., framing the lesson by reviewing with your students what they learned in the prior lesson and explaining how it connects to this lesson), and
- establish learning expectations for the content of the lesson (e.g., setting clear expectations for learning the content, establishing central question(s) and/or lesson hook).

The candidate and multiple students (2 or more) must be seen and heard engaging in synchronous instruction in this video clip.

Video Clip 2

Students' Activities and Your Instructional Strategies (no more than 5 minutes)

Select a clip from a portion of your lesson that shows you and the students actively engaging in activity(ies), strategy(ies), and [informal assessment](#) (i.e., checking for understanding during the lesson) that reflect content-specific higher-order thinking (analysis, synthesis, evaluation, [interpretation](#), transfer) or understanding (e.g., inquiry processes, problem solving, discussions that advance understanding of the content, analysis of ideas, connection of ideas, peer-to-peer interactions, critique of students' work, guided small-group work, [collaborative learning](#) activities, opportunities to be creative, encouragement of students' voice, [academic language development](#), use of [educational technology](#) and/or [assistive technologies](#)).

The candidate and multiple students (2 or more) must be seen and heard engaging in synchronous instruction in this video clip.

Video Clip 3

Next Steps for Students' Content-Specific Learning (no more than 5 minutes)

Select a clip from the lesson that demonstrates how you

- summarize and informally check for students' understanding of [learning goal\(s\)](#) (e.g., summarizing what was accomplished during the lesson, asking and answering questions at the end of the lesson, observing students' behaviors), and
- establish next steps for student learning of the content (e.g., explaining the connections between the content your students learned in this lesson and what you plan for their content learning in the next lesson[s]).

The candidate and multiple students (2 or more) must be seen and heard engaging in synchronous instruction in this video clip.

Video clips must be selected from the video recording of the complete lesson; **however, each clip must be unedited and continuous, and provide uninterrupted instruction. Video clips should not be edited to include added titles, music, graphics, or other elements.**

You may use no more than 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. Keep in mind that an assessor will watch only the first 5 minutes of video for each clip.

Candidate and students must be visible and conversations must be audible in the video recordings.

Provide annotations to the 3 video clips to demonstrate where students are actively engaged in learning, point out where you are using instructional strategies to teach, and indicate where you are checking for student understanding (informal assessment).

Annotations

Your annotations are brief text explanations that highlight your practice and are attached to specific [timestamped](#) points in a video clip.* *These annotations identify the **specific moments** in the video clips that **demonstrate what you are doing and why you are doing it.*** Use

1 annotation title for each timestamped segment. Use each of the 5 annotations at least once across the 3 video clips. For each annotation, you will

- select an annotation title (described below) from a drop-down list and
- provide a brief explanation to describe what you are doing in that moment and why. Your explanation must align to what is seen within the length of the video timestamp you have selected.

***Do not set timestamps that are the entire duration of the video clip. The purpose of the timestamps and annotations is to provide you with the opportunity to demonstrate to the assessor when and where you are purposefully making decisions to support student learning.** The lengths of annotation timestamps should be set to highlight the specific moments in the clip where the annotation evidence can be seen and heard.

Annotation Titles

Creating a Positive and Safe Learning Environment

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

Explaining Connections to Prior Learning and Establishing Expectations for Content-Specific Learning

Describe how you explained to your students the connections between their prior content-specific learning and your expectations for their content learning in this lesson.

Engaging Students in Content-Specific Higher-Order Thinking

Explain how you implemented learning activities and/or informal assessment and why you used the specific instructional strategies (e.g., modeling thinking, questioning students, using resources and/or materials, accessing educational technology) to provide access and engage students in challenging content-specific learning using higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer).

Monitoring for Students' Understanding of Content

Explain how and why you checked for students' understanding of the [content-specific goals](#) throughout the lesson.

Establishing Next Steps for Students' Learning of Content

Explain how and why you established next steps for student learning of the content (e.g., explaining the connections between the content your students learned in this lesson and what content you plan for them to learn in the next lesson[s]).

Annotations: Each annotation title must be used at least once across the 3 video clips. If appropriate, you may use annotation titles multiple times. Be sure that your annotation title and rationale explain the timestamped segment you have selected. For each annotation rationale, you may enter up to 1,000 characters. If you write an annotation rationale in a separate file and copy it into the system, only the first 1,000 characters will be accepted.

Labels: When you upload your annotated video clips for submission, you will be required to assign a label to each file, indicating whether it is Clip 1-Creating a Positive and Safe Learning Environment for Your Students, Connecting to Prior Learning, and Establishing Expectations for Content-Specific Learning; Clip 2-Students' Activities and Your Instructional Strategies; or Clip 3-Next Steps for Students' Content-Specific Learning. Be sure that you appropriately label each video clip during the upload process.

Evidence to Be Submitted

- ❖ **Part E:** 3 Annotated Video Clips (no more than 5 minutes each)

Step 3: Reflect

I. Reflect on What You Learned

Directions: Respond to the following prompts using the Part F: Written Narrative: Reflection on What You Learned Template provided. **Cite evidence from Steps 1 and/or 2.**

1. How did getting to know your students' [assets](#) and learning needs
 - a. support the affirmation and validation of the students' cultural and linguistic backgrounds?
 - b. allow students to access and engage with the content?
2. How effective was your instructional approach in supporting learning for the whole [class](#) and for each of the 3 focus students to achieve the [content-specific learning goal\(s\)](#)?
 - a. Whole class
 - b. Focus Student 1
 - c. Focus Student 2
 - d. Focus Student 3
3. How effective was your instructional approach in supporting learning for at least one student with a different language learning need (e.g., [heritage language learner](#), bilingual/multilingual student) (FS1) to achieve the content-specific learning goal(s)?
4. In this lesson, did you need to incorporate specific in-the-moment instructional [adaptations](#) ([accommodations](#) and/or [modifications](#)) for the whole class and the 3 focus students to support them to achieve the [learning goals](#)? Why or why not?

You must 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 of the prompt responses.

Evidence to Be Submitted

- ❖ **Part F:** Written Narrative: Reflection on What You Learned (no more than 4 pages)

Step 4: Apply

I. Application of What You Learned

Directions: Respond to the following prompts. You have two options for responding, **either**

- in a written narrative on the Part G: Narrative: Application of What You Learned Template provided **or**
- in a video recording in which you verbally respond to each prompt.

If you choose to respond with a video recording, you may start and stop the camera as needed. Your final video clip should not exceed 5 minutes and may contain breaks within and between prompt responses.

Explain what your next steps for learning will be to advance your students' engagement with the lesson, their content-specific learning, and their [development of academic language](#). **You must cite evidence from Steps 1, 2, and/or 3.**

1. Based on your planning, teaching, assessing (checking for understanding), and reflecting, do you need to re-teach any part of the lesson content? Explain why or why not.
2. If you were to teach this lesson again, what would you do the same or differently to
 - a. improve higher-order thinking/[deep learning](#) about the content for the whole [class](#) and the 3 focus students?
 - b. support the whole class's and the 3 focus students' academic language?
3. In the next content-specific lesson you plan for this group of students, explain how you would highlight or change the instruction to further affirm and validate your students' cultural and linguistic backgrounds for the whole class and the 3 focus students?
4. Based on what the whole class of students learned about the content and the academic language you were teaching, what will you teach next?

You must 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

- ❖ **Part G:** Narrative: Application of What You Learned (no more than 4 pages of written or no more than 5 minutes of video explanation)

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.

Step 1: Plan	
Rubric 1.1	How does the candidate’s proposed grade-level appropriate content-specific learning goal(s) of the lesson connect with students’ prior knowledge? How do proposed learning activities, instructional strategies, and grouping strategies support, engage, and/or challenge all students to meet the content-specific learning goal(s) of the lesson?
Rubric 1.2	How does the candidate plan instruction using knowledge of FS1’s (student with a different language learning need) assets and learning needs to support meaningful engagement with the content-specific learning goal(s) of the lesson?
Rubric 1.3	How does the candidate plan instruction using knowledge of FS2’s assets, learning needs, and IEP/504/GATE goals/plans to support meaningful engagement with the content-specific learning goal(s)?
Rubric 1.4	How does the candidate plan instruction using knowledge of FS3’s assets and learning needs to support meaningful engagement with the content-specific learning goal(s) and address the student’s well-being by creating a safe and positive learning environment during or outside of the lesson?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate maintain a positive and safe learning environment that supports all students to access and meet the content-specific learning goal(s)? How does the candidate support students in making connections between prior content learning and the current lesson and establish clear learning expectations?
Rubric 1.6	How does the candidate actively engage students in deep learning of content, monitor/informally assess their understanding, and explain to students next steps for content learning?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on (citing evidence from Steps 1 and/or 2) the impact of their asset- and needs-based lesson planning, teaching, and informal assessment of student learning and analyze how effective the lesson was in supporting the whole class and the 3 focus students in meeting the content-specific learning goal(s)?
Step 4: Apply	
Rubric 1.8	How will the candidate apply what they have learned in Cycle 1 (citing evidence from Steps 1, 2, and/or 3) about students’ learning to strengthen and extend students’ understanding of content, higher-order thinking, and academic language development in the target language and determine next steps for instruction?

Step 1 Rubrics

Rubric 1.1 — Step 1: Plan

Essential Question: How does the candidate’s proposed grade-level appropriate content-specific learning goal(s) of the lesson connect with students’ prior knowledge? How do proposed learning activities, instructional strategies, and grouping strategies support, engage, **and/or** challenge all students to meet the content-specific learning goal(s) of the lesson?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s lesson planning includes goal(s) that are not based on students’ prior content knowledge.</p> <p>OR</p> <p>Candidate does not use grade-level standards when designing the content-specific learning goal(s) of the lesson.</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) of the lesson.</p> <p>OR</p> <p>Candidate’s planning for learning activities is not well structured to meet the learning goal(s).</p> <p>OR</p> <p>Candidate’s instructional strategies and/or grouping do not respond to the diverse needs of learners.</p> <p>Candidate’s planning focuses on instruction in English only with no target language emphasis.</p>	<p>Candidate’s lesson planning includes grade-level appropriate content-specific learning goal(s) of the lesson 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 learning goal(s).</p> <p>Candidate’s planning for learning activities, instructional strategies, and/or student grouping is not conducive to the type of lesson being planned, and rationale for approach is not clear.</p> <p>Candidate’s planning minimally allows for teaching in the target language.</p>	<p>Candidate’s lesson planning includes manageable grade-level appropriate content-specific learning goal(s) of the lesson 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 informal assessment(s) they will use to make this determination.</p> <p>Candidate’s lesson planning includes learning activities that are appropriately supporting, engaging, and/or challenging for all students.</p> <p>Candidate’s grouping strategies are purposeful and clearly appropriate for students to reach the learning goal(s).</p> <p>Content-specific instructional strategies include modeling and/or scaffolding that will assist all students to reach expectations embedded in the learning activities, including higher-order thinking and academic language development in the target language or in the target language with English as appropriate to provide support.</p>	<p>All of Level 3, plus:</p> <p>Candidate’s lesson planning provides a detailed explanation of proposed instructional adaptations (accommodations and/or modifications) to support each of the 3 focus students in the target language with English as appropriate to provide support.</p> <p>Candidate’s lesson planning includes teaching practices that affirm and validate students’ cultural backgrounds.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate’s lesson planning is based on UDL principles and is sufficiently flexible to provide for an inclusive learning environment reflective of students’ assets and learning needs.</p> <p>All students clearly have equal access to content by engaging in challenging learning activities that develop academic language and higher-order thinking in the target language with English as appropriate to provide support.</p>

Sources of Evidence:

- **Part A:** Written Narrative: Getting to Know Your Students (no more than 9 pages)
- **Part B:** Lesson Plan (include content-specific learning goal[s])
- **Part C:** Written Narrative: Lesson Plan Rationale (no more than 7 pages)
- **Part D:** Related Instructional Resources and Materials (no more than 8 pages)

Content-Specific Pedagogy

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

Rubric 1.2 — Step 1: Plan (Focus Student 1—Student with a different language learning need)

Essential Question: How does the candidate plan instruction using knowledge of FS1’s (student with a different language learning need) assets and learning needs* to support meaningful engagement with the content-specific learning goal(s) of the lesson?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not connect knowledge of FS1’s assets and learning needs to the lesson.</p> <p>OR</p> <p>Candidate’s plan does not take into account the reading, writing, listening, and/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’s planning focuses on instruction in English only with no target language emphasis.</p>	<p>Candidate’s planned supports minimally connect FS1’s assets or learning needs, particularly cultural and linguistic resources and funds of knowledge, to the expected reading, writing, listening, and/or speaking abilities required of the content taught in the lesson.</p> <p>Candidate reduces the rigor of learning activities or instructional strategies in ways that are inappropriate or limit the access to content and/or expose student vulnerability or undermine a safe learning environment.</p> <p>Candidate’s planning minimally allows for teaching in the target language.</p>	<p>Candidate’s planned supports for student learning are clearly built on FS1’s assets and learning needs, particularly cultural and linguistic resources and funds of knowledge.</p> <p>Candidate’s plan provides appropriate adaptations (accommodations and/or modifications) to support FS1 to access core content of the lesson through required reading, writing, listening, and/or speaking in the target language or in the target language with English as appropriate to provide support.</p> <p>Candidate provides a cogent rationale in plan for how language adaptations (accommodations and/or modifications) used during the lesson encourage FS1’s progress toward meeting the content-specific 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, interpersonal, interpretive, presentational, and/or productive language) in the target language or in the target language with English as appropriate to provide support during the lesson to access content needed to meet content-specific learning goal(s) of the lesson.</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 in the target language as part of the whole class community.</p> <p>Candidate’s rationale cites evidence-based language development practice(s).</p>

*For example: prior academic knowledge; [social-emotional development](#); social identity; cultural and linguistic resources and funds of knowledge; prior experiences and interests; developmental considerations; current proficiency in reading, writing, and speaking/listening in English and mastery of the target language and primary language

Sources of Evidence:

- **Part A:** Written Narrative: Getting to Know Your Students (no more than 9 pages)
- **Part B:** Lesson Plan (include content-specific learning goal[s])
- **Part C:** Written Narrative: Lesson Plan Rationale (no more than 7 pages)
- **Part D:** Related Instructional Resources and Materials (no more than 8 pages)

[Content-Specific Pedagogy](#)

TPEs and Elements: TPE 1, Elements 1, 6; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 4, 7; TPE 5, Element 2

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

Essential Question: How does the candidate plan instruction using knowledge of FS2’s assets, learning needs,* and IEP/504/GATE goals/plans to support meaningful engagement with the content-specific learning goal(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not connect knowledge of FS2’s assets, needs, and/or IEP/504/GATE goals/plans to the 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 includes only additional, similar work and does not expand or extend their developmental or academic learning.</p>	<p>Candidate’s planned adaptations (accommodations and/or modifications) minimally attend to IEP/504/GATE goals/plans 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), and/or adaptations (accommodations and/or modifications) to address learning needs of FS2 during the lesson.</p> <p>Candidate reduces the rigor of learning activities or instructional strategies in ways that are inappropriate or limit the access to content and/or expose student vulnerability or undermine a safe learning environment.</p>	<p>Candidate’s planned adaptations (accommodations and/or modifications) attend to IEP/504/GATE goals/plans and identified assets and learning needs to support FS2 to fully access content and meet learning goals.</p> <p>Candidate provides a cogent rationale for scaffolding activities and strategies to accommodate FS2’s progress toward meeting content-specific learning goal(s).</p>	<p>All of Level 3, plus:</p> <p>Candidate clearly explains how plans specifically build on FS2’s IEP/504/GATE goals/plans, including assets and learning needs.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate plans a lesson using UDL strategies 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/GATE goals/plans or other predetermined learning goals for FS2.</p>

*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, need for greater challenge through GATE).

Sources of Evidence:

- **Part A:** Written Narrative: Getting to Know Your Students (no more than 9 pages)
- **Part B:** Lesson Plan (include content-specific learning goal[s])
- **Part C:** Written Narrative: Lesson Plan Rationale (no more than 7 pages)
- **Part D:** Related Instructional Resources and Materials (no more than 8 pages)

Content-Specific Pedagogy

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

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 learning needs** to support meaningful engagement with the content-specific learning 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 provides limited support during or outside of the lesson for FS3 to address needs for a safe and positive learning environment.</p> <p>OR</p> <p>Candidate primarily displays deficit thinking in relation to FS3.</p> <p>OR</p> <p>Candidate demonstrates inaccurate understanding of FS3’s needs and how to ensure a safe and positive learning environment.</p>	<p>Candidate’s 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 learning environment and promote FS3’s well-being.</p> <p>Candidate minimally connects knowledge of FS3’s assets and learning 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 learning environment during or outside of the lesson.</p> <p>Candidate reduces the rigor of learning activities or instructional strategies in ways that are inappropriate or limit the access to content and/or expose student vulnerability or undermine a safe learning environment.</p>	<p>Candidate’s planned activities, strategies, and/or assessment (checking for understanding) 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>Candidate provides a cogent rationale in plan for scaffolding activities and strategies to accommodate FS3’s progress toward meeting 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 Levels 3 & 4, plus:</p> <p>Candidate plans a lesson using UDL strategies 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 and that are appropriate for the content of the lesson.</p>

*FS3 is 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). The student's life experiences may include, but are not limited to, challenges where they live, in the community, or in school as a result of discrimination, bullying, illness, loss of family member(s)/guardian(s) or close relation(s), divorce, trauma, homelessness, poverty, or incarceration, or the student may have been negatively impacted due to religion, racism, sexism, classism, ableism, anti-Semitism, or heterosexism, or as a result of needs as a migrant, immigrant, or undocumented student; the student may be a self-identified LGBTQIA+ student; or the student may be in foster care.

**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.

Sources of Evidence:

- **Part A:** Written Narrative: Getting to Know Your Students (no more than 9 pages)
- **Part B:** Lesson Plan (include content-specific learning goal[s])
- **Part C:** Written Narrative: Lesson Plan Rationale (no more than 7 pages)
- **Part D:** Related Instructional Resources and Materials (no more than 8 pages)

Content-Specific Pedagogy

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

Step 2 Rubrics

Rubric 1.5 — Step 2: Teach and Assess

Essential Question: How does the candidate maintain a positive and safe learning environment* that supports all students to access and meet the content-specific learning goal(s)? How does the candidate support students in making connections between prior content learning and the current lesson and establish clear learning expectations?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not demonstrate or explain why or how a positive and safe learning environment is established.</p> <p>OR</p> <p>Candidate does not use instructional strategies to support students to access and meet content-specific learning goal(s).</p> <p>OR</p> <p>Candidate does not connect lesson to prior learning.</p> <p>OR</p> <p>Candidate does not establish clear learning expectations during the lesson.</p> <p>OR</p> <p>Candidate’s teaching is in English only with no target language emphasis.</p>	<p>Candidate minimally demonstrates and briefly explains strategy(ies) attempted to establish a positive and safe learning environment.</p> <p>Candidate uses instructional strategies that loosely support students to access and meet content-specific learning goal(s).</p> <p>Candidate attempts to connect the lesson to prior learning and/or establishes vague learning expectations during the lesson.</p> <p>Candidate’s teaching is minimally in the target language.</p>	<p>Candidate demonstrates and explains how a positive and safe learning environment is established.</p> <p>Candidate uses instructional strategies that clearly support students to access and meet content-specific learning goal(s).</p> <p>Candidate purposefully supports students in making connections between prior content learning and the lesson and establishes clear learning expectations in the target language or in the target language with English as appropriate to provide support.</p>	<p>All of Level 3, plus:</p> <p>Candidate and students interact with each other through questioning and conversation that demonstrate positive and respectful rapport with each other.</p> <p>Candidate and student dialogue (e.g., discussion, questions and answers, sharing ideas) in the target language or in the target language with English as appropriate to provide support clearly leads to deep learning of content.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate demonstrates and explains 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 in the target language or in the target language with English as appropriate to provide support.</p>

*For example: establishing clear expectations; framing the lesson by reviewing with your students what they learned in the prior lesson and how it connects to this lesson; creating a safe and welcoming environment; greeting students; establishing central question(s) **and/or** lesson hook; engaging students; establishing positive rapport

Source of Evidence:

- **Part E:** 3 Annotated Video Clips (no more than 5 minutes each)

[Content-Specific Pedagogy](#)

TPEs and Elements: TPE 2, Elements 2, 3, 5, 6; TPE 4, Element 4

Rubric 1.6 — Step 2: Teach and Assess

Essential Question: How does the candidate actively engage students in deep learning of content, monitor/informally assess their understanding, and explain to students next steps for content learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s instruction and informal 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>OR</p> <p>Next steps are not provided.</p> <p>OR</p> <p>Candidate’s teaching is in English only with no target language emphasis.</p>	<p>Candidate’s instruction and/or informal assessment require students to engage in lower-order thinking about content, or strategies engage students in passive learning of content during the lesson (e.g., candidate primarily talks throughout the lesson while students listen or take notes).</p> <p>Candidate’s next steps for content learning and/or skills are not clear; candidate refers to non–content-related next steps (e.g., completing homework, starting next activity, going to lunch, cleaning up).</p> <p>Candidate’s teaching is minimally in the target language.</p>	<p>Candidate’s instruction and informal assessment require students to actively engage in deep learning/higher-order-thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer) about content in the target language or in the target language with English as appropriate to provide support.</p> <p>Candidate monitors student understanding throughout the lesson.</p> <p>Candidate explains to students the next steps for content learning.</p>	<p>All of Level 3, plus:</p> <p>Candidate’s instruction and informal assessment provide students opportunities to actively develop their own understandings linked to learning goal(s) in the target language or in the target language with English as appropriate to provide support.</p> <p>Candidate monitors student learning throughout the lesson and adjusts instruction as needed (for whole class, small groups, pairs, or individuals).</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate’s instruction and informal assessment promote inclusion for all students by providing opportunities to participate in classroom discourse and as members of the community in the target language or in the target language with English as appropriate to provide support.</p> <p>Students independently facilitate their own work either in the whole class, in small groups, in pairs, or individually, choosing how to advance their learning in the target language or in the target language with English as appropriate to support.</p>

Source of Evidence:

- **Part E:** 3 Annotated Video Clips (no more than 5 minutes each)

Content-Specific Pedagogy

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

Step 3 Rubric

Rubric 1.7 — Step 3: Reflect

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate provides no connection or understanding of how the assets and needs of their students impacted the ways in which the lesson supported student learning.</p> <p>OR</p> <p>Candidate does not describe the effectiveness of their instructional approach for students.</p> <p>OR</p> <p>Candidate does not cite any evidence from Steps 1 and/or 2.</p>	<p>Candidate demonstrates a minor or narrow understanding of how the assets and needs of their students impacted the ways in which the lesson supported student learning.</p> <p>Candidate minimally describes the effectiveness of their instructional approach to support learning for the whole class and/or 3 focus students in meeting the content-specific learning goal(s).</p> <p>Candidate cites evidence from Steps 1 and/or 2 that is misaligned to and/or unresponsive of their reflection and analysis.</p>	<p>Candidate clearly reflects on how their understanding of the assets and needs of their students impacted the ways in which the lesson (instruction and informal assessment) supported student learning.</p> <p>Candidate analyzes how effective their instructional approach was or was not in supporting the whole class and the 3 focus students in meeting the content-specific learning goal(s).</p> <p>Candidate cites evidence from Steps 1 and/or 2 to support their reflection and analysis.</p>	<p>All of Level 3, plus:</p> <p>Candidate provides a detailed rationale for how and why in-the-moment adaptations (accommodations and/or modifications) during this lesson were or were not made to meet learning needs for the whole class and the 3 focus students.</p> <p>Candidate’s reflection on their lesson planning and instruction includes an understanding that affirming and validating the students’ cultural and linguistic backgrounds influence student learning.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate’s analysis and reflection demonstrate a coherent understanding of the principles of UDL used during this lesson to support the whole class and the 3 focus students in meeting the content-specific learning goal(s).</p>

Source of Evidence:

- **Part F:** Written Narrative: Reflection on What You Learned (no more than 4 pages)

Content-Specific Pedagogy

TPEs and Elements: TPE 1, Element 1; TPE 6, Element 1

Step 4 Rubric

Rubric 1.8 — Step 4: Apply

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate's description of future instruction for students is not connected to what was learned by planning, teaching, assessing, and/or reflecting on the lesson taught.</p> <p>OR</p> <p>Candidate does not describe next steps for instruction that are connected to what was learned about students in this lesson.</p> <p>OR</p> <p>Candidate does not cite evidence from Steps 1, 2, and/or 3.</p>	<p>Candidate provides a vague description of future instruction for students that is partially related to promotion of content learning, higher-order thinking, and development of academic language.</p> <p>Candidate lists next steps for instruction that are vague or unconnected to what was learned about students. It is not clear how next steps would extend students' learning of content.</p> <p>Candidate cites evidence from Steps 1, 2 and/or 3 that is misaligned to and/or unsupportive of their reflection and analysis.</p>	<p>Candidate applies what they have learned in Cycle 1 to describe future instruction that will strengthen and extend students' higher-order thinking/deep learning about content and academic language development in the target language or in the target language with English as appropriate to provide support.</p> <p>Candidate describes next steps for instruction that are clearly planned to extend learning of content. Next steps are connected to what was learned about students in this lesson.</p> <p>Candidate cites evidence from Steps 1, 2, and/or 3 to support their decisions about next steps for content learning.</p>	<p>All of Level 3, plus:</p> <p>Candidate describes targeted instructional adaptations (accommodations and/or modifications) to support, strengthen, and extend the whole class's and the 3 focus students' learning needs during future lessons.</p> <p>Candidate explains how they will plan their next lesson to highlight or change their instruction to affirm and validate the students' cultural and linguistic backgrounds in order to more effectively support student learning.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate describes in detail how they plan to apply knowledge of UDL strategies to support all students in an inclusive, safe, and positive learning environment in future lessons.</p> <p>Candidate's response demonstrates that they understand every student can learn when assets and learning needs are the focus when planning future instruction.</p>

Source of Evidence:

- **Part G:** Narrative: Application of What You Learned (no more than 4 pages of written or no more than 5 minutes of video explanation)

Content-Specific Pedagogy

TPEs and Elements: TPE 3, Element 2; TPE 4, Element 4; TPE 6, Element 1
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Submitting Your Evidence

Preparing Your Evidence

You will submit your evidence using the Pearson ePortfolio system. To begin your work, refer to the Instructional Cycle 1 Submission Specifications on the following pages for file requirements, and save the files locally (on your computer or external storage device) for future uploading.

When naming your files, you may find that by including in each filename the specific cycle number and part letter/title (see the submission specifications), you will be better able to manage and organize your files prior to uploading them to the system.

Before submitting your evidence, you must agree to the [CalTPA Candidate Attestations](#), which include confirmation that you are the sole author of the submission, including written and video narratives, completed templates, video clips, and/or other evidence.

Templates

Templates that include the written narrative prompts are provided upon registration in the Pearson ePortfolio system for you to document your responses. 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;
4. upload the electronic files or scanned images with any associated evidence to the Pearson ePortfolio system; and
5. review the electronic files you uploaded to ensure that they are the correct files and that they comply with submission requirements.

As you complete these templates, carefully follow the directions on the templates and in this guide. Do not delete or alter any original text (including headers, footers, titles, directions, margins, and prompts) from the templates 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 read or used to determine a rubric score by the assessor.

Remember: Do not use an actual school name, the names of other adults in the classroom who support students, or the names of any students in the evidence you submit for Cycle 1. All personally identifiable information (e.g., last names) must be [redacted](#) on any evidence you submit.

What to Submit

The Instructional Cycle 1 Submission Specifications on the following page list each piece of evidence that must be submitted and provide format specifications and other important information.

Note that your evidence cannot contain hyperlinks to required uploads. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file type and response length requirements listed on the following page.

Since you will not be able to access any of your files in the ePortfolio system after you submit your cycle, you are strongly encouraged to

- save all your submitted files to your local drive for your records;
- export your final annotations for your records (for more information about the Export Annotations feature, see the Video Annotation Tool Guide on the [California Educator Credentialing Assessments website](#)).

English Translation

- Translations or transcriptions are **NOT** required for the following:
 - concurrent bilingual candidates who are in a placement where a language other than English is exclusively used for instruction, or who are in a placement where both English and another language are used for instruction
NOTE: Analysis and reflection narratives must be primarily in English
 - candidates who registered for the World Languages assessment
 - candidates using American Sign Language (ASL) in a classroom setting with students who are deaf or hard of hearing
 - candidates using Braille instructional materials in a classroom setting with students who are visually impaired
- For all other candidates, any evidence in a language other than English must be accompanied by a translation.

Instructional Cycle 1 Submission Specifications

Step 1: Plan

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Written Narrative: Getting to Know Your Students	.docx; .odt; .pdf	1	1	no more than 9 pages	<ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1" margins on all sides.
Part B: Lesson Plan	.docx; .odt; .pdf	1	1	N/A	<ul style="list-style-type: none"> Download sample template if you need a lesson plan format.
Part C: Written Narrative: Lesson Plan Rationale	.docx; .odt; .pdf	1	1	no more than 7 pages	<ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1" margins on all sides.
Part D: Related Instructional Resources and Materials	.docx; .odt; .pdf	1	1	no more than 8 pages (translations, if needed, are not included in page limit)	<ul style="list-style-type: none"> In one file, submit samples of key instructional resources and materials needed to support, clarify, and/or illustrate the lesson plan or student activity(ies).

Step 2: Teach and Assess

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part E: 3 Annotated Video Clips	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	3	3	no more than 5 minutes each	<ul style="list-style-type: none"> Before video recording, verify permission from families and/or guardians of students and from adults who appear in each video clip. Provide annotations (brief text explanations attached to specific timestamped points in the video clips). Refer to the Step 2 directions for annotation requirements and video content. Be sure you and 2 or more students are seen and heard engaging in synchronous instruction in the video clips. Ensure that the video clips are of sufficient visual and sound quality to serve as evidence. When you upload your annotated video clips for submission, you will be required to assign a label to each file, indicating whether it is Clip 1- Creating a Positive and Safe Learning Environment for Your Students, Connecting to Prior Learning, and Establishing Expectations for Content-Specific Learning; Clip 2-Students' Activities and Your Instructional Strategies; or Clip 3-Next Steps for Students' Content-Specific Learning. Be sure that you appropriately label each video clip during the upload process.

Step 3: Reflect

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part F: Written Narrative: Reflection on What You Learned	.docx; .odt; .pdf	1	1	no more than 4 pages	<ul style="list-style-type: none"> • Download template. • Use Arial 11-point type. • Single space with 1" margins on all sides.

Step 4: Apply

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part G: Narrative: Application of What You Learned (written or video explanation)	Written: .docx; .odt; .pdf Video: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	Written: no more than 4 pages Video: no more than 5 minutes	For written narrative: <ul style="list-style-type: none"> • Download template. • Use Arial 11-point type. • Single space with 1" margins on all sides.

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

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

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

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

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

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

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

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

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

Augmentative and alternative communication (AAC).³ One of a family of alternative methods of communication, which includes communication boards, communication books, and computerized voices; used by individuals unable to communicate readily through speech.

³ <https://iris.peabody.vanderbilt.edu/resources/glossary/>

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

California Content Standards and/or Curriculum Frameworks.⁴ These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum Frameworks, the California Preschool Learning Foundations, and the Expanded Core Curriculum for Students with Visual Impairments.

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

California Preschool Curriculum Frameworks.⁶ These frameworks enrich learning and development opportunities for all of California’s preschool children. They include ideas for how to intentionally integrate learning into children’s play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children’s knowledge, skills, needs, and interests.

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

⁴ 2014 English Language Arts/English Language Development Framework: <https://www.cde.ca.gov/ci/rl/cf/>
California Content Standards: <https://www.cde.ca.gov/be/st/ss/>
California English Language Development Standards (CA ELD Standards): <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
California Preschool Curriculum Frameworks: <https://www.cde.ca.gov/sp/cd/re/psframework.asp>
California Preschool Learning Foundations: <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
Expanded Core Curriculum for Students with Visual Impairments: Hatlen, P. (1996). “Expanded Core Curriculum for Students with Visual Impairments.” In *Guidelines for programs serving students with visual impairments* from <https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf>

⁵ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

⁶ <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

⁷ <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

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

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

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

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

Collaborative. Relating to engagement in dialogue with others.⁹

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

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

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

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

⁹ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

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

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

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

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

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

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

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

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

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

¹³ ELA/ELD Framework, 2014

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

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

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

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

Education Specialist Teaching Performance Expectations. Education Specialist TPEs¹⁵ are the expectations for knowledge, skills, and abilities that a new education specialist candidate should be able to demonstrate upon completion of a California-accredited teacher preparation program. The TPEs have six domains including Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. These are identical to the six domains of the California Standards for the Teaching Profession (CSTPs) used to guide induction programs, leading to a clear teaching credential.

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

English language development (ELD) goals. Specific statements of intended student attainment of essential English language skill development. The English language

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

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

development goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

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

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

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

Evidence-based practice. “Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA [Every Student Succeeds Act] has generally been produced through formal studies and research.”¹⁶ Examples of evidence-based practices include but are not limited to UDL practices and strategies; providing students with clear lesson goals; questioning to check for understanding; summarizing learning graphically; productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

Expanded Core Curriculum for Students with Visual Impairments (ECC).¹⁷ A specialized curriculum for students who are blind or visually impaired encompassing nine content areas: compensatory skills and functional academics, orientation and mobility, social

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

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

interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, and self-determination.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

²¹ Source: <https://iris.peabody.vanderbilt.edu/>

²² ELA/ELD Framework, 2014

²³ <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

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

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

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

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

Multi-Tiered System of 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.

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

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

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

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

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

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

²⁵ Source: <https://iris.peabody.vanderbilt.edu/>

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

Reclassified English learner. Reclassification²⁶ is the process whereby a student is reclassified from English learner (EL) status to fluent English proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

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

- the students have not been prematurely exited;
- any academic deficit they incurred as a result of learning English has been remedied; and
- the students are meaningfully participating in the standard instructional program comparable to their English-only peers.

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

Rubric. A tool for scoring student work or performances, typically in the form of a table or matrix, with qualitative criteria that describe the multiple levels of student performance. The performance 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 support²⁷ that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without

²⁶<https://www.cde.ca.gov/sp/el/rd/#:~:text=Reclassification%20is%20the%20process%20whereby,student%20meeting%20all%20the%20criteria.>

²⁷ <https://www.edglossary.org/academic-support/>

assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

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

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

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

Social identity. The cultural identities of students²⁸ are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

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

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

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

Supportive learning environment. Supportive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of

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

backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

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

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

Transfer. See “[generalization](#).”

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

Universal Design for Learning (UDL).³⁰ A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners’ interests, challenge them appropriately, and motivate them to learn.

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

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

³⁰ <https://udlguidelines.cast.org>