



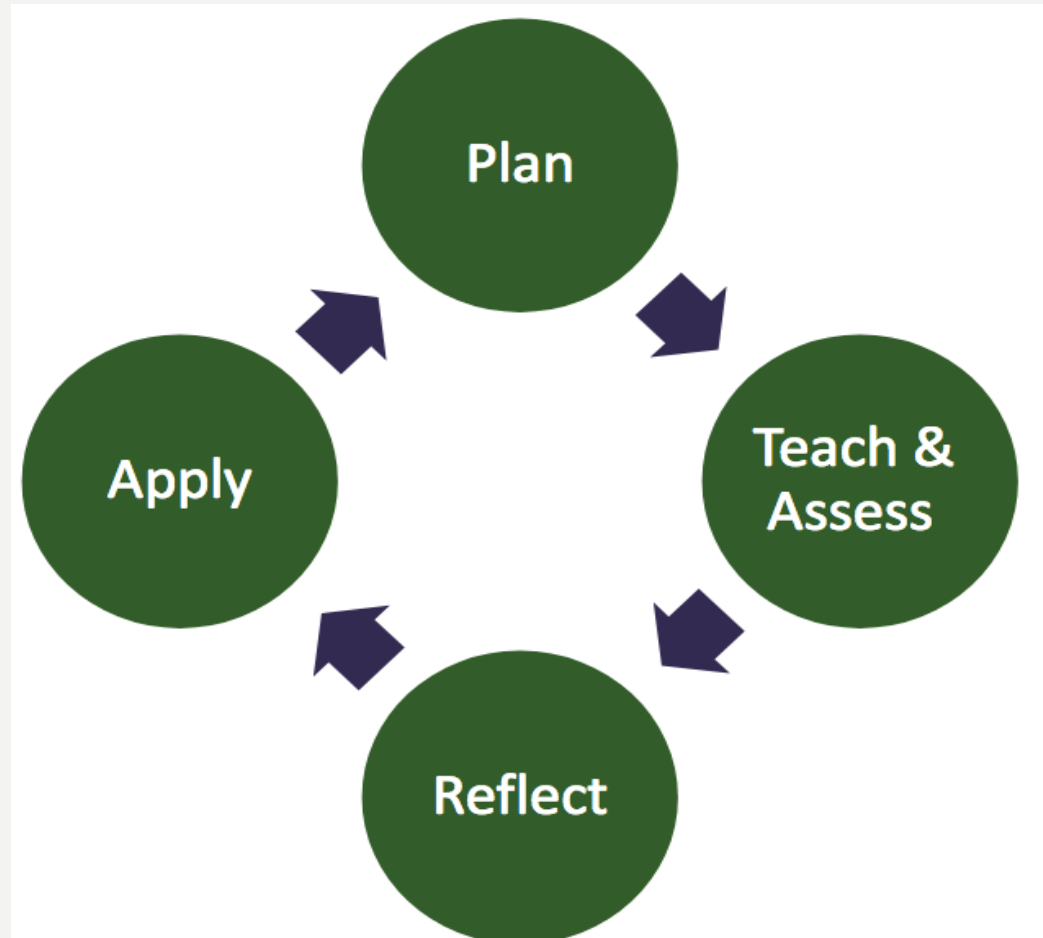
# **CALIFORNIA TEACHING PERFORMANCE ASSESSMENT (CALTPA) INSTRUCTIONAL CYCLE 2 ORIENTATION**

NARRATED BY  
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# INSTRUCTIONAL CYCLE 2 INCLUDES 4 STEPS:



- Step 1: Learning About Students and Planning Instruction
- Step 2: Teach and Assess
- Step 3: Reflect
- Step 4: Apply



# CALTPA INSTRUCTIONAL CYCLE 2



In this cycle, you will provide feedback to students about their academic performances on:

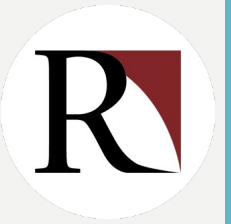
- Informal assessments: in-the-moment feedback to students while teaching
- Student self-assessment: students evaluating their progress
- Formal assessments: measures levels of achievement after a period of learning has occurred

# CONTENT SPECIFIC PEDAGOGY



- Multiple Subject – Literacy
- Multiple Subject – Mathematics
- Single Subject – Agriculture, Art, Business, English, Health Sciences, History/Social Science, Home Economics, Industrial and Technology Education, Mathematics, Music, Physical Education, and Science: content content specific including instructional strategies.
- World Language – teaching using the three communicative modes, teaching enabling skills, demonstrating in-depth cultural understanding, and demonstrating a high proficiency of culture that allows for the class to be conducted in the target language.

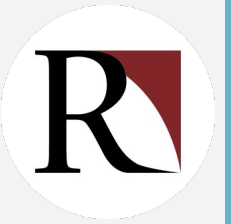
# EVIDENCE TABLE: STEP 1



## Evidence Table

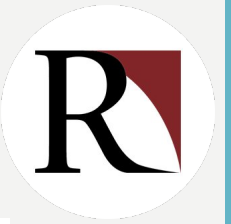
Cycle Step	What You Need to Do	Evidence to Be Submitted
<b>Step 1: Plan</b> (templates provided)	<ul style="list-style-type: none"> <li>• Provide contextual information about one class you are teaching within a school placement.</li> <li>• Develop a plan for a series of lessons (in either literacy or mathematics), and complete the Learning Segment Template that includes the following:                             <ol style="list-style-type: none"> <li>1. content and standards</li> <li>2. learning goal(s)</li> <li>3. description of assessments of learning (informal assessment, student self-assessment, and formal assessment)</li> <li>4. how each lesson links to prior learning and/or builds on previous lessons</li> <li>5. learning activities, including how you and your students will use educational technology and how you will ensure equitable access to content</li> <li>6. instructional strategies</li> <li>7. description of language demands</li> <li>8. instructional <a href="#">adaptations</a> and <a href="#">accommodations</a></li> </ol> </li> <li>• Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content-specific learning goal(s).</li> <li>• Provide a blank copy of the formal assessment and scoring rubric/criteria, including definition of proficient student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Written Narrative: Contextual Information (up to 3 pages)</li> <li>• Learning Segment Template</li> <li>• Written Narrative: Assessment Descriptions (up to 5 pages, including additional materials, if necessary)</li> <li>• Blank copy of the formal assessment</li> <li>• Formal assessment rubric and/or scoring criteria</li> </ul>

# EVIDENCE TABLE: STEP 2



		Scoring Criteria
<b>Step 2: Teach and Assess</b> (template provided)	<ul style="list-style-type: none"><li>• Conduct the instruction and assessment activities in your learning segment.</li><li>• Video-record your learning segment. Select 4 clips that include (1) instruction and assessment of academic language development, (2) students' use of educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content.</li><li>• Annotate the 4 video clips. Annotations include a title and brief rationale for assessment practices recorded. Annotation titles include:<ul style="list-style-type: none"><li>• Assessing Student Learning and Development of Academic Language</li><li>• Students Using Educational Technology</li><li>• Providing Content-Specific Feedback to Students</li><li>• Assessing Student Learning and Use of Higher-Order Thinking Skills</li></ul></li><li>• Provide samples of the informal and student self-assessments and/or description of the materials and criteria/rubric.</li><li>• Provide an analysis of the informal and student self-assessments.</li></ul>	<ul style="list-style-type: none"><li>• 4 Annotated video clips (up to 5 minutes each)</li><li>• Informal and student self-assessments and/or description of materials and criteria/rubric (description may be up to 2 pages)</li><li>• Written Narrative: Analysis of Informal and Student Self-Assessments (up to 2 pages)</li></ul>

# EVIDENCE TABLE: STEP 3



Cycle Step	What You Need to Do	Evidence to Be Submitted
<b>Step 3: Reflect</b> (template provided)	<ul style="list-style-type: none"><li>• Score the formal assessment results (products, processes, or performances) for the whole class, using a rubric and/or scoring criteria.</li><li>• Select 3 examples of student responses (products, processes, or performances) with your feedback from the formal assessment that demonstrate a range of achievement: a response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s) with feedback to these students.</li><li>• Analyze student results from the informal and formal assessments used throughout the learning segment.</li><li>• Reflect on the evidence you observed of student learning and accomplishment of the learning goal(s), and describe what was most and least effective as well as a target for increasing instructional effectiveness.</li></ul>	<ul style="list-style-type: none"><li>• Scored formal assessments from 3 students that represent evidence of learning (products, processes, or performances) with detailed, content-specific rubric and/or scoring criteria feedback to the 3 students</li><li>• Written Narrative: Analysis of Assessment Results and Reflection for Whole Class and Individuals (up to 5 pages)</li></ul>

# EVIDENCE TABLE: STEP 4



<b>Step 4: Apply</b> (template provided)	<ul style="list-style-type: none"><li>• Plan and conduct a follow-up instructional activity based on your analysis of all assessments: either<ul style="list-style-type: none"><li>• a re-teaching activity with a new instructional approach for students who did not achieve the learning goal(s)</li></ul><b>OR</b><ul style="list-style-type: none"><li>• an extension activity that builds on what your students demonstrated that they learned.</li></ul></li><li>• Describe how you decided on your instructional approach in the follow-up re-teaching or extension activity and how that change was informed by your analysis of assessment results.</li><li>• Video-record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of all assessment results from Steps 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>• Re-teaching or extension activity description (up to 3 pages)</li><li>• 1 Annotated video clip (up to 5 minutes) of follow-up instruction (re-teaching or extension activity)</li></ul>
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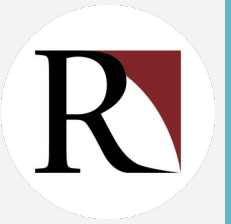
# LEARNING SEGMENT



Directions: Plan a content-specific (literacy or mathematics) learning segment that includes a sequence of instruction and assessment across **three to five** lessons drawn from a larger unit. The instruction and assessment sequence must include informal assessment(s) with at least one opportunity for students to self-assess. You will use these assessments to gather evidence to monitor student learning, provide feedback to students during instruction, and potentially adjust your instruction.

The learning segment must also include a formal assessment resulting in a process, product, or performance from each student with a rubric and/or scoring criteria.

# IMPORTANT NOTE



## IMPORTANT NOTE ON PRODUCT, PROCESS, PERFORMANCE:

The formal assessment must require students to create and/or produce a

- product (e.g., visual representation, written product),
- process (e.g., mathematical problem with explanation of how they solved the problem), or
- performance (e.g., [demonstration](#) and/or presentation)

as an outcome of engaging in the formal assessment to demonstrate content-specific learning and academic language. Students may work in groups during instruction and preparation, but individual students must have their own assessment product, process, or performance that you will collect/observe and assess using the scoring criteria.

# THE LEARNING SEGMENT



The learning segment must also include opportunities for students to engage in higher-order thinking and develop their academic language in the content area taught. Within the learning segment, include opportunity(ies) for students to use educational technology or, as appropriate, assistive technologies to enhance and/or provide access to learning.

# THE LEARNING SEGMENT TEMPLATE



- Content and standards being addressed: include ELD standards
- Learning goals: write a complete learning goal for each lesson
- Evidence and assessments: identify all assessment activities for each lesson
- How does it fit?: explain how the lessons build on prior knowledge
- Learning activities: what will you do to provide equal access to ALL students
- Instructional Strategies: key questions and grouping:
- English language development and academic language development: demands and needs
- Instructional adaptations and accommodations: how will you support a range of learners

# STEP 2: TEACH AND ASSESS



Select and Annotate Video Clips.

Directions: Teach and video-record the three to five lessons within the learning segment, then review the video(s) to select **4 video clips (up to 5 minutes each)**. Video clips may be selected from any part of the multi-day learning segment.

## Video Clip 1

Instruction and Assessment of Academic Language Development: how students engage with content to develop the vocabulary necessary for the language demands of the lesson.

# STEP 2: TEACH AND ASSESS



Select and Annotate Video Clips.

## Video Clip 2

Students Use of Educational Technology (up to 5 minutes): shows one or more students using educational technology to demonstrate learning.

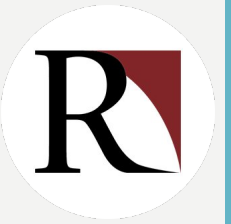
## Video Clip 3

Instruction and Informal Assessment of Content (up to 5 minutes): show how you provide opportunities for students to engage in deep learning of content.

## Video Clip 4

Instruction and Student Self-Assessment of Content (up to 5 minutes): shows understanding of content specific goals and your feedback.

# IMPORTANT NOTE



Video clips can be selected from the video recording of the complete learning segment (the three to five lessons); however, each clip must be **continuous and unedited** (e.g., no additional music or graphics, no breaks in recording to remove quiet time), and up to 5 minutes in length.

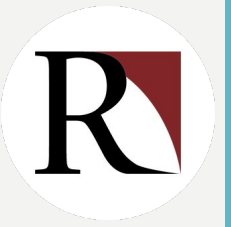
## Annotations

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

Include an annotation title (as listed on the next slide) to label your explanation (the **what**) and

Provide your brief rationale explaining the decisions that you made in your teaching practice at that specific point (the **why**).

# ANNOTATION TITLES



Annotation titles:

- Assessing Student Learning and Development of Academic Language
- Students Using Educational Technology
- Providing Content-Specific Feedback to Students
- Assessing Student Learning and Use of Higher-Order Thinking Skills

**IMPORTAT NOTE** Each annotation title must be used at least once across the 4 video clips. If appropriate you may use annotation titles multiple times (e.g., two video clips could have evidence in support of “Providing Content-Specific Feedback to Students”).

# INFORMAL AND STUDENT SELF-ASSESSMENT MATERIALS



Directions: Submit a copy of your informal and student self-assessment materials and/or up to 2 pages of description of the assessment and rubric(s) or scoring criteria (e.g., questions asked, observation notes, exit slips).

- You will use informal assessments to periodically and strategically check on student understanding
- You will use student self-assessment to learn about how individual students understand what they know

**IMPORTANT NOTE.** Students need to be taught how to conduct self-assessment using a rubric or scoring criteria; be sure to allow time during lessons to model the process for self-assessment and to introduce students to the rubric or scoring criteria.

# ANALYSIS OF INFORMAL AND STUDENT SELF-ASSESSMENTS



Directions: Respond to specific prompts to describe your analysis of the assessments using the template provided:

- How did you use informal assessment results?
- How did your in-the-moment informal assessment give you the opportunity to provide feedback to students?
- How did student self-assessment results provide insight about students' own understanding?

# STEP 3: REFLECT

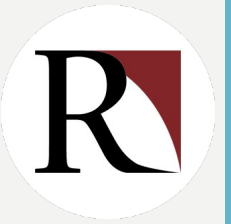


## Analyze the Formal Assessment Results

Directions: Use your rubric and/or scoring criteria to score student formal assessment responses. Determine the level of performance for each student in your class based on the criteria. Record student assessment results in the table provided in the template.

- Analyze performance/results of whole class
- Identify three students who represent: 1) exceeded the learning goals, 2) met the learning goals, and 3) did not meet the learning goals.
- Reflect on assessment results and next steps for learning.

# STEP 4: APPLY



Follow-Up Instruction: Based on your analysis of assessment results from Steps 2 and 3, identify what types of specific follow-up activity is the appropriate next step for learning for the whole class or a group from the class:

- a. For those students who did not meet the the content-specific learning goals, provide a new approach to instruction to support their continued progress

OR

- b. If students met or exceeded the content-specific learning goals, connect or apply instruction to new learning by building on what your students were able to demonstrate during the learning segment.

# RUBRIC: OVERARCHING QUESTIONS



Plan	
Rubric 2.1	How does the candidate's learning segment plan provide appropriate content-specific learning goals and assessments that offer multiple ways for all students to demonstrate knowledge?
Rubric 2.2	How does the candidate plan a learning segment where assessments, instructional strategies, and learning activities align and provide a progression of learning that develops students' concepts and skills to achieve the learning goal(s)?

Rubric 2.1. How does the candidate's learning segment plan provide appropriate content specific learning goals and assessments that offer multiple ways for all students to demonstrate knowledge?

# RUBRIC: LEVELED SCORES



## Rubric 2.1 — Step 1: Plan

Essential Question: How does the candidate’s learning segment plan provide appropriate content-specific learning goals and assessments that offer multiple ways for all students to demonstrate knowledge?				
Level 1	Level 2	Level 3	Level 4	Level 5
Candidate’s learning segment includes learning goal(s) that are not based on students’ prior content knowledge and modeling, or scaffolding is not clearly described or is not appropriate.  OR	Candidate’s learning goal(s) in the learning segment are loosely based on students’ prior content knowledge and modeling, or scaffolding is not clearly described.  Assessments check for rote knowledge of content or are	Candidate’s learning segment includes manageable and appropriate learning goals that clearly build on students’ prior content knowledge.  Candidate clearly identifies the multiple kinds of evidence they will look for to determine	All of Level 3, plus: Instruction and assessment are purposefully chosen and planned to develop deep understanding of content through active learning (product, process, performance) and academic	All of Levels 3 & 4, plus: Candidate’s plan includes individualized and whole class adaptations and accommodations that are purposefully and clearly drawn from the classroom context, resulting in an

Learning segment includes goals not based on students’ prior knowledge; no modeling

Learning segment is loosely based on students’ prior content knowledge

Includes manageable learning goals

Instruction and assessment develop deep understanding

Candidates plan includes individual and whole class adaptations

# VIDEO CLIP 1 ANNOTATION



Start of Clip: 0:02:29

Annotation Title: "Assessing Student Learning and Development of Academic Language"

Here, I am using a 2x2 vocabulary grid worksheet to help students synthesize their understanding of the similarities and differences of the four major biological processes we have been covering in this unit -- photosynthesis, cellular respiration, lactic acid fermentation, and alcohol (ethanol) fermentation. This activity lets the students work together to compare and contrast the processes prior to engaging...

# VIDEO CLIP 2 ANNOTATION



Start of Clip: 0:02:29

Annotation Title: "Students' Use of Educational Technology"

In this lesson, the students are practicing writing a draft of their lab reports for the yeast lab (alcohol (ethanol) fermentation lab) after collecting the data from their lab from the previous day. The students are using Chromebooks to create their digital reports and sharing it with their group mates ...

# VIDEO CLIP 3 ANNOTATION



Start of Clip: 0:02:29

Annotation Title: "Instruction and Informal Assessment of Content"

Based off of my conversation with this group (who were the last to finish up analyzing their data since they were really trying to figure out what was happening), I was able to take back what I learned from this group to the whole class and share the excellent information and insights that these ladies shared with me .....

# VIDEO CLIP 4 ANNOTATION



Start of Clip: 0:02:29

Annotation Title: "Instruction and Student Self-Assessment of Content"

By engaging in a CER, the students are automatically able to tie in their academic content knowledge and language because I am asking for specifics about the content -- this requires the students to show me that they are using the vocabulary in the worksheet itself ...

# **ADDITIONAL SUPPORT THROUGH THE CALTPA COORDINATOR**

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