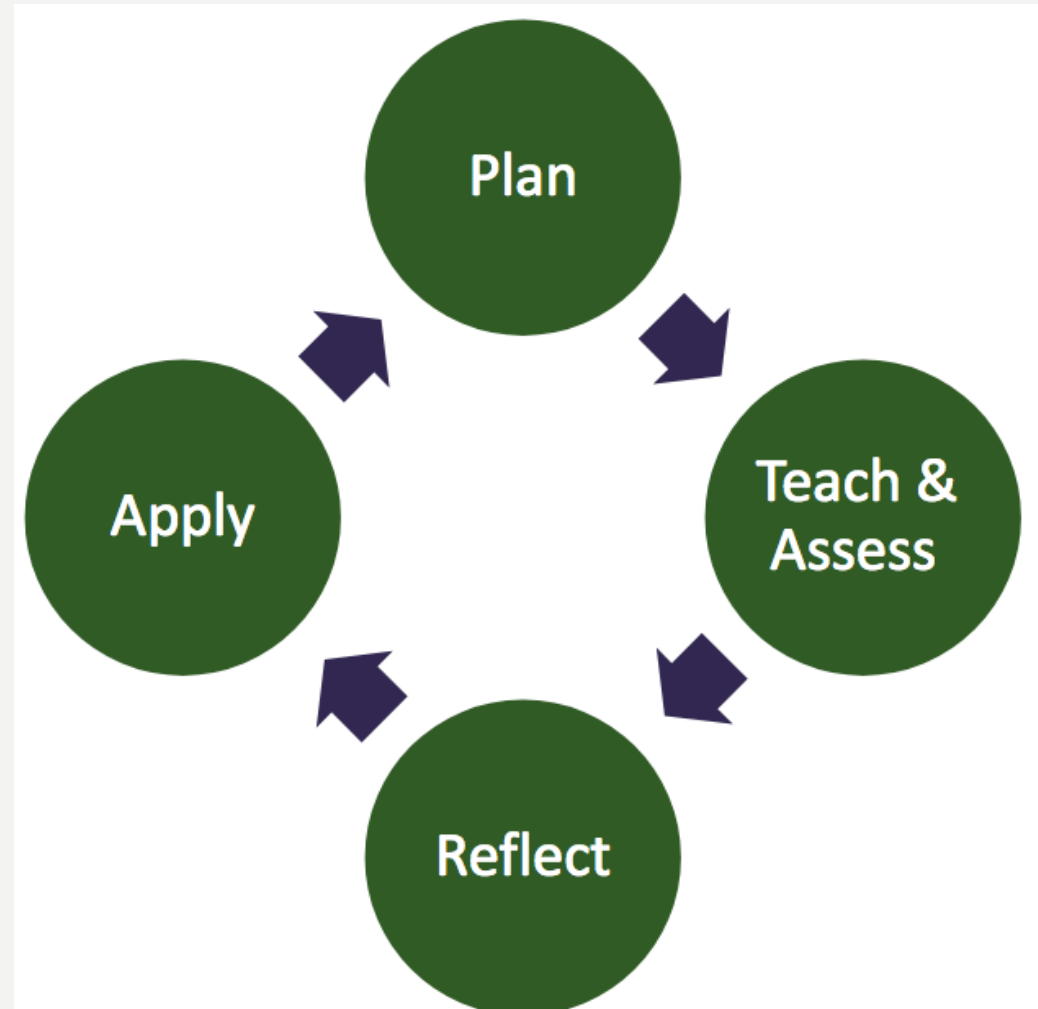# CALIFORNIA TEACHING PERFORMANCE ASSESSMENT (CALTPA)
INSTRUCTIONAL CYCLE 1 ORIENTATION

NARRATED BY
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CALTPA INSTRUCTIONAL CYCLE 1

DEVELOP AN ENGAGING CONTENT SPECIFIC LESSON

- A content specific lesson for one class and 3 focus students;

- Based on what you learn about your students' diverse assets and needs, including prior knowledge, interests, and developmental consideration;

- A Universal Design for Learning (UDL) lesson plan;

- Content specific pedagogy.

ACCESSING THE ASSESSMENT PERFORMANCE GUIDES

SCHOOL OF EDUCATION

INSIDE THIS SECTION

- About the School
- Academics, Programs & Schedules
- Office Of Student Success
- Center for Educational Justice
- Children's Literature Festival 2020
- Meet Our Faculty
- Meet Our Adjunct Faculty
- Meet the Team
- Office of the Dean
- Apply Now
- Current Students

## Current Students

Orientations

⌄ **Teacher Candidates**

CPR Certification

Subject-Matter Competency

Student Teaching Schedule

Teaching Internship Schedule

Teaching Performance Assessment (CalTPA)

RICA

US Constitution Requirement

INSTRUCTIONAL CYCLE 1 INCLUDES 4 STEPS:

- Step 1: Learning About Students and Planning Instruction

- Step 2: Teach and Assess

- Step 3: Reflect

- Step 4: Apply
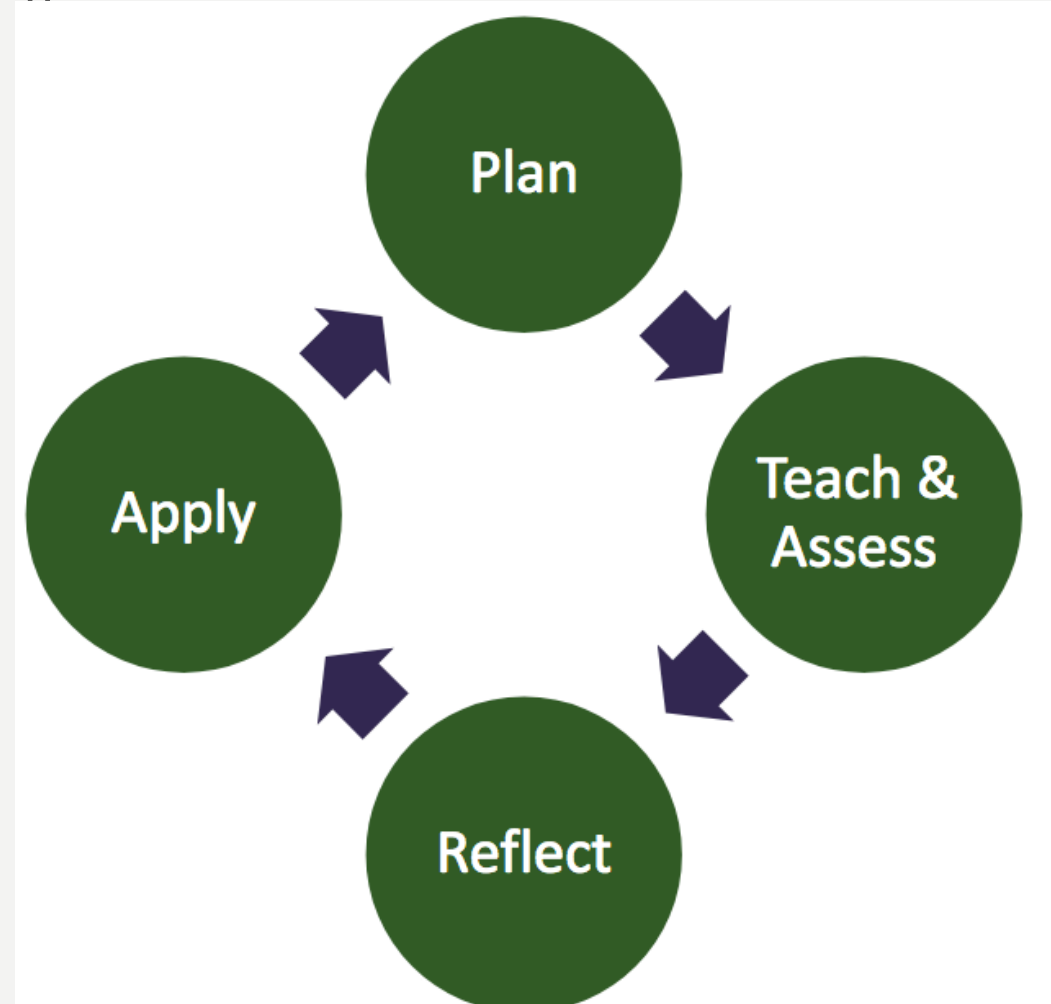
CONTENT SPECIFIC PEDAGOGY

- 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.

- 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
Step 1: Plan (templates provided)	• Gather contextual information, including students' assets and needs, for the whole class and for each of the 3 focus students. • Use California state standards, content-specific pedagogy, and knowledge of your students to develop one lesson plan focused on literacy or mathematics (you may integrate other subjects into the lesson). • Explain how the lesson plan addresses the learning needs of your students and is informed by relevant student assets, as well as how it uses UDL strategies to provide for an inclusive learning environment. • Provide key instructional resources and/or materials related to the lesson plan (e.g., reading materials, graphic organizers, slides, support documents, educational technology).	• Written Narrative: Getting to Know Your Students (up to 5 pages) • Lesson Plan • Written Narrative: Lesson Plan Rationale (up to 5 pages) • Related Instructional Resources and Materials (up to 8 pages)

EVIDENCE TABLE: STEP 2

| Step 2: Teach and Assess | • Teach the planned literacy or mathematics lesson to your students within the school placement.

• Video-record the full lesson. Select 3 video clips that show (1) how you create a positive classroom environment and set expectations for learning; (2) how you engage students in activities and use instructional strategies; and (3) how you clarify next steps for learning.

• Annotate the 3 video clips. Annotations include a title and brief rationale for the teaching practices recorded. Annotation titles include:
  • Creating a Positive Learning Environment
  • Setting Expectations for Learning
  • Engaging Students in Content-Specific Higher-Order Thinking
  • Monitoring for Student Understanding | • 3 Annotated Video Clips (up to 5 minutes each) |

EVIDENCE TABLE: STEPS 3 & 4

Step 3: Reflect (template provided)	Provide responses to prompts that describe how successful you were in using student assets and needs to plan an appropriate, relevant, and rigorous literacy or mathematics lesson for your whole class and for 3 focus students. Cite evidence from Steps 1 and/or 2 to support your reflection.	• Written Narrative: Reflection on What You Learned (up to 3 pages)
Step 4: Apply (template provided for written narrative only)	Provide responses to prompts regarding how what you learned through completing this assessment cycle will advance your teaching practice, and describe next instructional steps for your students. Cite evidence from Steps 1, 2, and/or 3 to demonstrate your rationale for next instructional steps for your students.	• Narrative (up to 3 pages of written or up to 5 minutes of video): Application of What You Learned

SELECTION AND ANNOTATION OF VIDEO CLIPS

IMPORTANT NOTE:

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

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

Annotations

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

- include an annotation title (as listed below) to label your explanation (the **what**) and

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

SELECTION AND ANNOTATION OF VIDEO CLIPS

Annotation Titles

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

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

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

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

IMPORTANT NOTE:

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

SELECTION AND ANNOTATION OF VIDEO CLIPS

Video Clip 1: Opening the Lesson

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

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

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

Video Clip 2: Middle of the Lesson

Student Activities and Instructional Strategies (up to 5 minutes)

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

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

Video Clip 3: Closing the Lesson

Next Steps for Learning (up to 5 minutes)

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

LESSON PLAN RATIONAL

- **Prior Academic Knowledge**

- **Student Assets and Needs**

- **Student Learning Activities**

- **Instructional Strategies**

- **Student Grouping**

- **Academic Language Development**

- **Resources and Materials to Support Learning**

- **Assessments**

- **Developmental Considerations**

- **Focus Students**

EVIDENCE TO BE SUBMITTED

Evidence to Be Submitted

❖ **Written Narrative: Getting to Know Your Students (up to 5 pages)**

- Description of Students' Assets and Needs

- Contextual Information for the Class

- Description of 3 Focus Students' Assets and Needs

❖ **Lesson Plan**

❖ **Written Narrative: Lesson Plan Rationale (up to 5 pages)**

❖ **Related Instructional Resources and Materials (up to 8 pages)**

RUBRICS AND ESSENTIAL QUESTIONS: PLAN
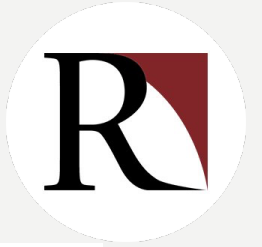
	Plan
Rubric 1.1	How does the candidate's proposed learning goal(s) connect with prior knowledge and define specific outcomes for students? How do proposed learning activities and instructional strategies support, engage, and challenge all students to meet the learning goal(s)?
Rubric 1.2	How does the candidate plan instruction using knowledge of FS1's (English learner) assets and needs to support meaningful engagement with the content-specific lesson goal(s)?
Rubric 1.3	How does the candidate plan instruction using knowledge of FS2's (student with identified special needs) assets and needs to support meaningful engagement with the content-specific lesson goal(s)?
Rubric 1.4	How does the candidate plan instruction using knowledge of FS3's assets and needs to support meaningful engagement with the content-specific lesson goal(s) and address the student's well-being by creating a safe and positive learning environment during or outside of the lesson?

Step 1 Rubrics

Rubric 1.1 — Step 1: Plan

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

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

RUBRICS AND ESSENTIAL QUESTIONS: TEACH AND ASSESS

	Teach and Assess
Rubric 1.5	How does the candidate establish clear learning expectations based on an understanding of students' prior knowledge and maintain a positive learning environment that supports all students to access and meet the content-specific learning goal(s)?
Rubric 1.6	How does the candidate actively engage students in deep learning of content and monitor/assess their understanding?

RUBRICS AND ESSENTIAL QUESTIONS: REFLECT & APPLY

	Reflect
Rubric 1.7	How does the candidate analyze and describe the impact of their asset and needs-based lesson planning, teaching, and assessment of student learning and provide next steps to advance instruction for this group of students?
	Apply
Rubric 1.8	How will the candidate apply what they have learned in Cycle 1 about students' learning to future instructional design to strengthen and extend students' understanding of content and develop academic language?

Step 1 Rubrics

Rubric 1.1 — Step 1: Plan

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

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

Level 1: goals are not based on prior knowledge.

Level 2: goals are losely based on prior knowledge.

Level 3: goals clearly build on prior knowledge.

Level 4: detailed explanation of proposed adaptations and accommodations to support students.goals are not based on prior knowledge.

Level 5: UDL principles and flexible plan for an inclusive learning environment reflective of assets and needs.

ADDITIONAL SUPPORT THROUGH THE CALTPA COORDINATOR

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