Annotated Bibliography

The purpose of this bibliography is to help candidates identify resources that may be useful for enhancing the knowledge, skills, and abilities covered on the California Teaching Performance Assessment (CalTPA). For each reference cited, the bibliography provides a brief summary of the types of information covered. The bibliography is not intended to offer a comprehensive listing of all potentially useful resources for preparing for the CalTPA, nor is it intended to be a substitute for coursework and other types of teacher preparation. Please note that candidates are not expected to familiarize themselves with all of the materials in the bibliography and that successful performance on the CalTPA will not require familiarity with any of the specific materials listed below.

Research and Texts


Asset mapping is a pedagogical tool for students to visually represent personalized stories of their cultural assets. Asset mapping is a possible model for strength-based pedagogy that centers the lived experiences of students, their families, and their shared stories in classroom curriculum.


This book presents the Classroom Assessment of Language Levels (CALL) tool for assessing the language levels of English learners in grades K–12. It includes direct interview and small-group observation strategies for determining students’ instructional levels and needs as well as other Common Core–based strategies that can be used post-assessment to help students improve their speaking and listening skills.


This article presents and describes five techniques for giving feedback that helps students improve their work: (1) asking questions rather than making corrections, (2) encouraging face-to-face conferences, (3) giving electronic voice feedback, (4) guiding students to seek and give peer feedback, and (5) sharing feedback you have received.

This article draws out the implications for school and classroom practices of an emerging consensus about the science of learning and development, outlined in a recent synthesis of the research. Research regarding practices that can help educators respond to individual variability, address adversity, and support resilience, such that schools can enable all children to find positive pathways to adulthood, is also reviewed.


Increased attention is being given to university–community partnerships. This article presents the integration of a progressive service learning model into a graduate-level social work macro practice course. The model gives explicit attention to respecting the dignity and worth of the individual by sharing power and developing collaborative relationships between students and community residents where both are serving and learning together.


Teachers are increasingly adopting immersive technology—devices and software that provide augmented, virtual, and mixed reality experiences—to enable students to go on virtual field trips, manipulate 3D objects, and augment the world around them. This book offers practical insights, lesson plans, and classroom examples for educators to make the most of virtual and augmented reality.


This article introduces seven “moves” teachers can make to blend instruction and assessment and to help create and sustain a classroom culture that supports all students’ engagement while promoting their learning. These include priming students, posing good questions, pausing during questioning, probing student responses, bouncing questions through the classroom, using tagging to generate and represent a wide range of responses, and using binning strategies to make sense of students’ learning progressions and to ensure they get the feedback they need to move their learning forward.

In this paper, the authors explore the validity evidence for use of the newly revised CalTPA by examining (a) the relationship between its content and contemporary knowledge about high-leverage teaching practices in general domains and (b) particular facets of evidence-based classroom assessment, such as feedback, woven into the Cycle 1 and 2 TPA video-based evidence design.


This book introduces seven research-based practices grounded in the core principles of educational assessment that can be used to develop classroom learning culture, uncover student thinking, assist teacher decision making, and blend instruction and assessment. Case studies, prompts for individual and collaborative reflection, and tips and advice from beginning and seasoned teachers focus attention on teacher learning progression in the domain of formative assessment/assessing for student learning.


This article illustrates how formative assessment moves can be used to sustain a focus on the development of academic language for all students and increase the participation of all students, including “less eager” or “quiet” students, in higher-level mathematical thinking in order to foster equity in mathematics learning and teaching.


This paper describes and examines how California’s credentialing agency along with a team of California educators came together to redesign the Commission-sponsored CalTPA and confront each of the noted concerns. This paper focuses on the first year of the redesign process, including the pilot study.


The concept of “funds of knowledge” is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that firsthand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions.

In this book, Universal Design for Learning (UDL) is described as a framework for designing instruction that meets the needs of every learner. This book provides an overview of UDL, showing how to offer flexibility in methods of presentation as well as student participation and expression to support high achievement for all students, including those with disabilities or limited English proficiency.


Building on a community's assets rather than focusing on its needs for future development is the basic approach of asset-based community development. By focusing on successes and small triumphs instead of looking to what is missing or negative about a place, a positive community outlook and vision for the future can be fostered. This chapter outlines the process and the major steps in identifying individual, organizational, and community asset development.


In this chapter, the author offers the National Black Male College Achievement Study (NBMCAS) as an example of how to explore and better understand the enablers of minority student achievement in science, technology, engineering, and mathematics (STEM). Methods employed in the national study are described, followed by the presentation of an anti-deficit achievement framework for research on students of color at various junctures of the STEM pipeline, from K–12 schools through doctoral degree attainment and transitions into science research and long-term industry careers. Though informed by and conceptually similar to the framework used in the NBMCAS, the author has customized the one introduced in this chapter for students of color (women and men, as well as various underrepresented minority groups) in STEM fields.


This article invites language arts teachers to use a flexible set of instructional moves that emphasize assessment as an interactive process of checking for students’ understanding. It provides examples of posing-pausing-probing strategies that focus on collaboration and building a learning culture.


Although the overall mission of second language (L2) teacher education has remained relatively constant, the field’s understanding of that work has changed dramatically over the past 40 years. This article examines the epistemological underpinnings of a more general sociocultural turn in the human sciences and the impact that this turn has had on the field’s understanding of how L2 teachers learn to do their work.

This article describes a study wherein asset-based practices are applied to a classroom dynamics framework to examine how teachers’ asset-based pedagogy beliefs and behaviors are associated with Latino students’ ethnic and reading achievement identity. Analyses revealed that teachers’ critical awareness moderates their expectancy, resulting in higher achievement; and teachers’ critical awareness and expectancy beliefs were found to be directly associated with teachers’ behaviors, which were in turn related to students’ ethnic and achievement identities.


Teacher expectancy research has added to our understanding about the ways teachers communicate their expectations to students as well as how students perceive differential teacher behavior and its effect on students’ own perceptions of ability. Despite the marked presence of teacher expectancy in teacher training, however, traditionally marginalized students—students who face particularly onerous obstacles associated with poverty and prejudice—continue to be underrepresented in a vast array of achievement outcomes (e.g., achievement test scores, high school completion, college matriculation).


This paper explains the Understanding by Design® framework (UbD™ framework), which offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: (1) focus on teaching and assessing for understanding and learning transfer, and (2) design curriculum “backward” from those ends.


Universal Design for Learning (UDL) is a framework to improve teaching and learning based on new insights from the learning sciences and creative uses of digital technologies. UDL can help educators improve and optimize learning experiences for all individuals.


This volume is devoted to analyzing Vygotsky’s ideas as a means of bringing to light the relevance of his concepts to education. Distinguished scholars analyze the educational implications of his thoughts and present applications in practice, addressing educational issues such as school organization, teacher training, educational achievement, literacy learning and development, uses of technology, community-based education, and special education.

This article discusses a collaborative project between education and anthropology that qualitatively studies the establishment of strategic connections between households and classrooms in Arizona’s Mexican communities. Teacher-researchers visit households, assume the role of learners, establish connections with parents, and develop instructional activities based on observations. The article summarizes studies and findings.


This handbook describes an innovative instructional/innovation model (implemented in an urban school district in the southwestern United States) that represents a promising approach to the education of language minority students. School personnel, parents, and educational planners may use the handbook to assess the appropriateness of the intervention for their schools. Teachers may look to the handbook for explicit advice on implementing the model.


This paper presents findings from the field test of the re-developed CalTPA that offer insight for other researchers and policy makers on the feasibility and design challenges in developing embedded performance assessments for statewide use in teacher preparation and licensure. The paper also discusses (a) how the discourse about what next generation teachers should know and be able to demonstrate is shifting in California and (b) the future policy and program implications of an outcomes-driven, state accreditation process that is informed by performance assessment data.


A recent California initiative focused on the improvement of the design and use of the CalTPA as one of multiple measures to inform teacher readiness to enter professional practice. This paper examines the work of California’s dynamic education community and its active engagement in this process and also presents findings from the pilot study of the re-developed CalTPA.

To move learning forward in the zone of proximal development, the author of this article recommends four research-based scaffolding and formative assessment strategies: eliciting prior knowledge, providing effective feedback, teaching for transfer, and teaching students how to self-assess.


This paper examines how the redeveloped state-sponsored CalTPA disrupts traditional frameworks in teacher preparation anchored in deficit ideology and the superficial treatments of educational technology. Further, this paper reviews a number of elements included in the redeveloped CalTPA that require candidates to gather data about their students, allowing them to be more inclusive and equity-driven in their practices.


The author of this article argues that to maximize student achievement, assessment for learning needs to be actuated and supported to counterbalance the overemphasis on assessment of learning. Benefits of assessment for learning for students, teachers, parents, school leaders, and political officials are summarized.


The author, a STEM education specialist, argues that formative assessment is a critical element of science education. For an assessment to be considered formative, it must be used to make decisions about next steps, to plan instruction, and to help learners reflect upon their thinking. In this white paper, the author describes in-depth formative assessment techniques that can help science students persevere in a manner that is engaging and motivating.

Educational deficit thinking is a form of blaming the victim that views the alleged deficiencies of poor and minority group students and their families as predominantly responsible for these students’ school problems and academic failure, while frequently holding structural inequality blameless. Chapters in this book examine the roots of deficit thinking; discuss the consecutive development of theories that blamed the lower intellectual performance of minority groups on genetic deficits, cultural deficits, and accumulated environmental deficits; and propose a model of democratic education as an alternative to deficit-theory policies and practices.


This article addresses the relation between children’s home literacy environments (HLE) and their literacy development in the first phase of primary school. After controlling for relevant background characteristics, the HLE had an effect on children’s vocabulary scores in first grade and their general reading comprehension in both first and second grade.


In this article, the author explains seven characteristics of helpful feedback: goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent.

**Standards and Policy Documents**


This document specifies and delineates the standards for the development of the CalTPA.


This document includes Teaching Performance Expectations (TPEs) within the six California Standards for the Teaching Profession (CSTP). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of teaching performance, along with a narrative providing context for subject-specific pedagogy.

The Continuum of Teaching Practice is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning and can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals.


The California Standards include the standards developed by the Common Core State Standards Initiative with specific additions to maintain and build on the rigor of California’s previous English language arts standards. For grades 6–12, they also include literacy standards to supplement content standards in history/social studies, science, and technical subjects. The standards prepare students to be college- and career-ready by the end of high school.


The California Common Core State Standards for Mathematics include the standards developed by the Common Core State Standards Initiative. California’s additions to the CCSS are designated to show that the rigor of California’s previous mathematics standards was retained. Grade-level standards for kindergarten through grade eight are clearly defined. The standards for higher mathematics are organized into courses in two pathways: traditional and integrated. The standards are also organized by conceptual categories. A glossary is included.


The California ELD Standards define the progression of language acquisition through three stages of proficiency and recognize that the student’s native language plays an important role in learning English. Teachers can use the CA ELD Standards document as a tool to inform their practice, making clear relationships between the English language and the student’s other language(s).

This roadmap articulates a common vision for educating English learners and supports local educational agencies (LEAs) in reaching out to the diverse population of English learners attending California public schools. This publication provides historical context, explains the principles and elements that work together to make the mission a reality, and offers real-world examples that demonstrate the principles and elements in action.

https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp

The Next Generation Science Standards (NGSS) are K–12 science content standards that set the expectations for what students should know and be able to do. The NGSS, developed by states to improve science education for all students, were adopted by California in 2013. This web page summarizes NGSS learning progressions for elementary (K–5), middle (6–8), and high school (9–12) science for California.


This resource guide offers a user-friendly review of current research on how to support the language development of English learners during the preschool years (ages three to five). The second edition features the addition of an appendix containing an excerpt from the *California Preschool Learning Foundations*.

https://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf

This report, by State Superintendent of Public Instruction Tom Torlakson’s Task Force on Educator Excellence, provides a roadmap for school reform based on best practices and classroom research, and advocates for an integrated approach to teacher support, including teacher training, induction, evaluation, and ongoing professional development.

https://www.iste.org/standards

The ISTE Standards are a framework for students, educators, administrators, coaches, and computer science educators to rethink education and create innovative learning environments. The standards are helping educators and education leaders worldwide re-engineer schools and classrooms for digital-age learning, no matter where they are on the journey to effective edtech integration.

This summary provides highlights from the framework and directs readers to resources in the document. It begins with a broad overview of the standards and California’s vision for their implementation, features important grade-level guidance, and highlights selected topics crucial for effective implementation.


This summary highlights essential information and guidance in the 2015 edition of Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve and is intended to introduce teachers, administrators, and parents/guardians to the wealth of information and support offered by California’s latest mathematics framework. Grade-level and course-level chapters provide examples of what standards-based instruction and learning look like; other chapters focus on access, instructional strategies, assessment, and supporting high-quality instruction.

Websites and Other Web-Based Resources


This web page provides resources and guidelines on the Common Core State Standards (CCSS) for the Special Education Community. This page offers resources and guidelines on what the CCSS and the new tests will mean for California students in the special education community.


This web page provides publications and other educational resources from CDE Press, the California Department of Education’s publications office.


This web page provides program information, laws and regulations, and resources related to implementation of Gifted and Talented Education (GATE) programs.

California’s MTSS is an integrated, comprehensive framework that focuses on the Common Core State Standards (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. This web page provides an overview of California’s MTSS and resources to assist California educators in ensuring equitable access and opportunity for all students to achieve the CCSS.


This web page provides resources to improve instruction, assessment, and accountability for students with disabilities.


California’s RtI2 processes focus on students who are struggling and provide a vehicle for teamwork and data-based decision making to strengthen their performances before and after educational and behavioral problems increase in intensity. This web page provides links to CDE’s definition and philosophy of RtI2, as well as resources—including peer-reviewed links categorized by RtI2 Ten Core Components—to support implementation.


This website provides information about the work of the CTC to revise the California Teaching Performance Assessment (CalTPA) and to develop a new assessment, the California Administrator Performance Assessment (CalAPA). You will find the latest updates on these efforts and how California educator preparation programs can get involved.


Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. This web page provides an overview of the UDL framework and direct access to guidelines for designing instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.

The center is a public, not-for-profit organization whose mission is to strengthen teacher development policy and practice. The center’s website highlights recent information on teacher development, including information on research, state and national initiatives, and models for effective practice.


CUE is a nonprofit educational corporation that seeks to inspire innovative learners in all disciplines by supporting regional affiliates, learning networks, and conferences focused on the use of educational technology.


Curated videos feature educational technology teacher/leader experts demonstrating strategies and resources you can learn from as you develop your own activities in which students are using educational technology to enhance their learning.


This web log post explains strategies for assessing students’ understanding and providing formative feedback, including peer- and self-assessment, that students can use to revise their performances and advance their learning and that teachers can use to guide their instructional decision making.


iEARN-USA is a global education organization that provides various pathways for educators and students to connect and learn with their international peers. These include online collaboration through projects, professional development and global networking opportunities, and sponsored programs for educators and students to connect and learn with the world.


The purpose of this guide is to assist educators, parents, and state and local educational agencies in implementing the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) regarding individualized education programs (IEPs) for children with disabilities, including preschool-aged children.