

Education Specialist **CalTPA**
California Teaching
Performance Assessment



Education Specialist CalTPA Program Guide **Version 03**

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 and implicit 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, citizenship status, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, who use ASL or other signed languages, or who are [English learners](#) (including those reclassified as Fluent English Proficient), Heritage language speakers, or multilingual learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used in the TPEs and in EdSp CalTPA (steps, rubrics, and CalTPA Glossary).

*The purpose of the California Dyslexia Guidelines is to assist general education teachers, special education teachers, and families 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.

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Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The Education Specialist California Teaching Performance Assessment (EdSp CalTPA) was developed at the direction of the Commission on Teacher Credentialing with the assistance of a 22-member design team; the Evaluation Systems group of Pearson; consultants in the field of special education; and California special education organizations. The EdSp 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 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.

Introduction

Welcome from the Commission on Teacher Credentialing

Welcome to the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) Program Guide.

The purpose of the EdSp CalTPA Program Guide (program guide) is to provide information and evidence-based practices about implementing the EdSp CalTPA and supporting teacher candidates. Additionally, this program guide provides an overview of the resources found on the [California Educator Credentialing Assessments website](#), information on the EdSp CalTPA candidate performance assessment guide, and information on how the [assessment materials](#) may be used to provide support to candidates as they complete their EdSp CalTPA.

The intended audience for this program guide includes education programs' Deans and Directors, EdSp CalTPA Program Coordinators, full-time and adjunct faculty and instructors, university mentors, cooperating teachers, and others who support candidates completing the EdSp CalTPA as part of their EdSp credentialing program. This program guide also provides guidance to teacher preparation programs (preparation programs) supporting candidates who are concurrently enrolled in more than one credential program and/or a bilingual authorization program.

This program guide is one component of a series of web publications designed to assist preparation programs with the EdSp CalTPA. To gain the most from the EdSp CalTPA Program Guide, it is recommended that readers be familiar with the EdSp CalTPA performance assessment guides for each of the two instructional cycles (Plan, Teach and Assess, Reflect, and Apply steps; analytic rubrics; and submission specifications) and the [CalTPA Glossary](#). Preparation programs may access the EdSp CalTPA performance assessment guides via the [EdSp CalTPA Faculty Policies and Resources web page](#) (https://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_Faculty_CalTPAEdSp.html). The candidate and faculty materials are available for download via password-protected zip files under the Assessment Materials section. Contact your EdSp CalTPA Program Coordinator or Pearson at es-spedcaltpa@pearson.com to gain access to the password.

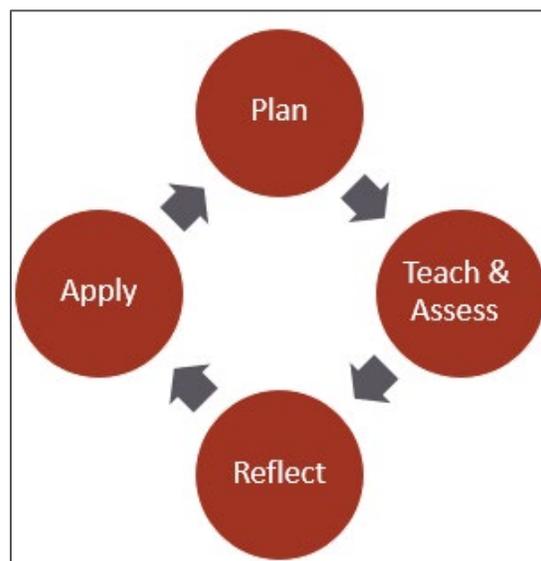
Preparation programs may use the [CalTPA Annotated Bibliography](#) (http://www.ctcexams.nesinc.com/Content/Docs/CalTPA_AnnotatedBibliography.pdf) as a resource to inform course development and share with faculty, program instructors, cooperating teachers, and candidates. This collection of resources will help all supporting educators gain a deeper understanding of performance assessment and key pedagogical concepts highlighted in the TPE and measured by the EdSp CalTPA.

EdSp CalTPA as an Embedded Performance Assessment

The EdSp CalTPA was designed to provide candidates the opportunity to demonstrate their ability to plan asset-based instruction and assessments, teach and assess learning of a class (self-contained, co-taught, etc.) of actual students with IEPs, reflect on their practice (for both themselves and all their students), and apply what they learned through their teaching, assessing, and reflection to future learning experiences for their students. This teaching and learning cycle serves as the framing for the four steps of the EdSp CalTPA. The mindset of an effective education specialist teacher is one that embraces the idea of continuous improvement as the teacher and their students move through the teaching and learning cycle of plan, teach and assess, reflect, and apply.

Candidates demonstrate their capacity to teach actual students with IEPs through multiple modes, by writing narratives and annotating videos in response to prompts and providing teaching and learning work samples such as lesson plans, student work products, assessments (informal, student self-assessment, and formal) and rubrics, feedback to students, and other instructional materials.

The EdSp CalTPA is embedded in the preparation program; the program faculty and other educators who support candidates at school sites during clinical or supervised teaching guide candidates through the two cycles in an authentic manner. The two cycles step the candidate through the practice of what teachers actually do on a typical teaching day at



work as they support students in the learning process. In addition, candidates choose what content they want to teach and assess for each cycle with input from their cooperating teacher, as represented in the [California Content Standards \(https://www.cde.ca.gov/be/st/ss/\)](https://www.cde.ca.gov/be/st/ss/), [Curriculum Frameworks \(https://www.cde.ca.gov/ci/cr/cf/allfwks.asp\)](https://www.cde.ca.gov/ci/cr/cf/allfwks.asp), and [Core Content Connectors \(Reading, Writing, and Mathematics\)](#). Candidates in TK classrooms should also use the [Transitional Kindergarten Implementation Guide](#), [California State Content Kindergarten Standards for ELA/Literacy or Mathematics](#), or [Core Content Connectors \(Reading, Writing, and Mathematics\)](#). Candidates in Adult Transition Programs (ATP) should use [California State Higher Mathematics Standards](#), [Standards for Mathematical Practice](#), [California Common Core State Standards for English Language Arts and Literacy for grades 11 through 12](#), or [Core Content Connectors \(Reading, Writing, and Mathematics\)](#) when choosing what content they want to teach and assess for each cycle.

Candidates learn about and understand the context in which they are teaching and determine student assets and learning needs of a class, small learning group, and/or individual student(s). Using a Universal Design for Learning (UDL) approach, they demonstrate how they are meeting the needs of a range of learners in an inclusive and safe educational environment.

Faculty, program instructors, and others who support the candidate engage in the performance assessment process by using multiple strategies. They ask candidates clarifying questions about choices made for instructional or assessment design and point the candidate to supporting materials and resources. Support educators encourage the candidate to use professional writing, including spell checking their work; watch candidate video clips; and engage in discussions about effective teaching practices. In addition, they provide opportunities for peer review and feedback and embed assessment tasks into courses and field work that the candidate is required to complete for the preparation program.

The design of the EdSp CalTPA is purposefully formative in nature, providing the opportunity for a candidate to complete one cycle, receive scores and feedback, and then complete the second. The two cycles should be woven into the preparation program; the candidate should not experience the EdSp CalTPA as an additional expectation of the preparation program.

Mid-range responses from actual candidates are provided through the [EdSp CalTPA Faculty Policies and Resources web page](#), located under “CalTPA Secure Materials,” and are to be used as models with candidates for instruction. Faculty, program instructors, those who support candidates, and candidates are encouraged to read submissions, watch videos, discuss their work through coaching strategies, and self-assess evidence prior to submission. Faculty should plan to review the analytic rubrics ahead of time with candidates and use the rubrics in coursework to help guide the discussion of effective teaching practice, pointing out through evidence what asset-based instruction for all students looks like and how using multiple measures can lead to informed decision making about next learning steps for all students. Candidates are expected to self-assess their evidence using the provided analytic rubrics and participate in peer-review. Once a candidate determines that they have compiled the best demonstration of their practice and has received appropriate support and guidance, the candidate submits their evidence through the online system for scoring and feedback.

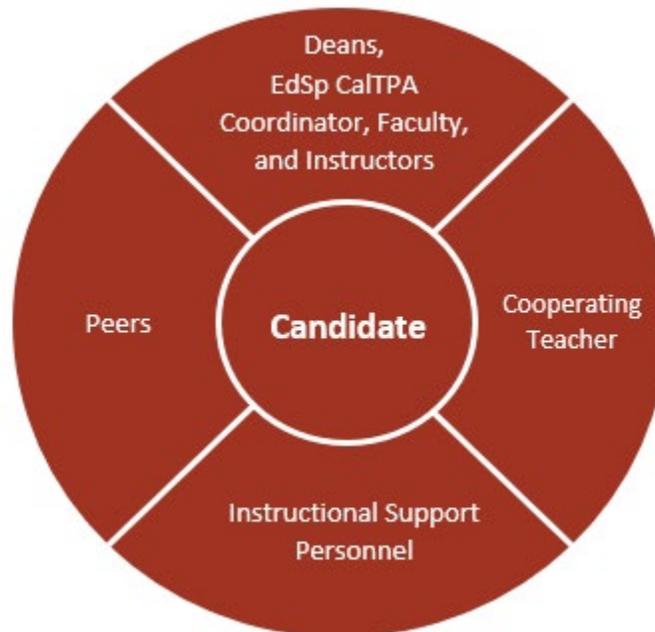
The intent is for candidates to have clarity about expectations for practice and to have an opportunity to apply their knowledge and refine their responses and evidence before submitting their cycle to be scored by a content-specific assessor. Candidates should also receive continuous feedback as they move through each instructional cycle and refine their initial strategies and performance.

Candidates who do not demonstrate practice at the passing standard level for an instructional cycle must be provided access to coaching and support from faculty, program instructors, and others as they continue to learn to be an effective teacher. The EdSp CalTPA is one requirement of many that a candidate must meet to be recommended by their preparation program for a preliminary teaching credential. The candidate must successfully complete approved coursework, pass clinical practice/student teaching, and pass the EdSp CalTPA.

Roles and Responsibilities

In order to provide support and consistent messaging to candidates completing the EdSp CalTPA, Deans, EdSp CalTPA Coordinators, full-time and adjunct faculty and course instructors, university mentors, cooperating teachers, and instructional support personnel are encouraged to work together as part of a collaborative learning community. This collaboration and support will help to further develop candidates' knowledge, skills, and abilities for each of the five specific education specialist credential areas of emphasis as outlined in the Teaching Performance Expectations (TPEs), which are critical for student success in California's diverse classrooms.

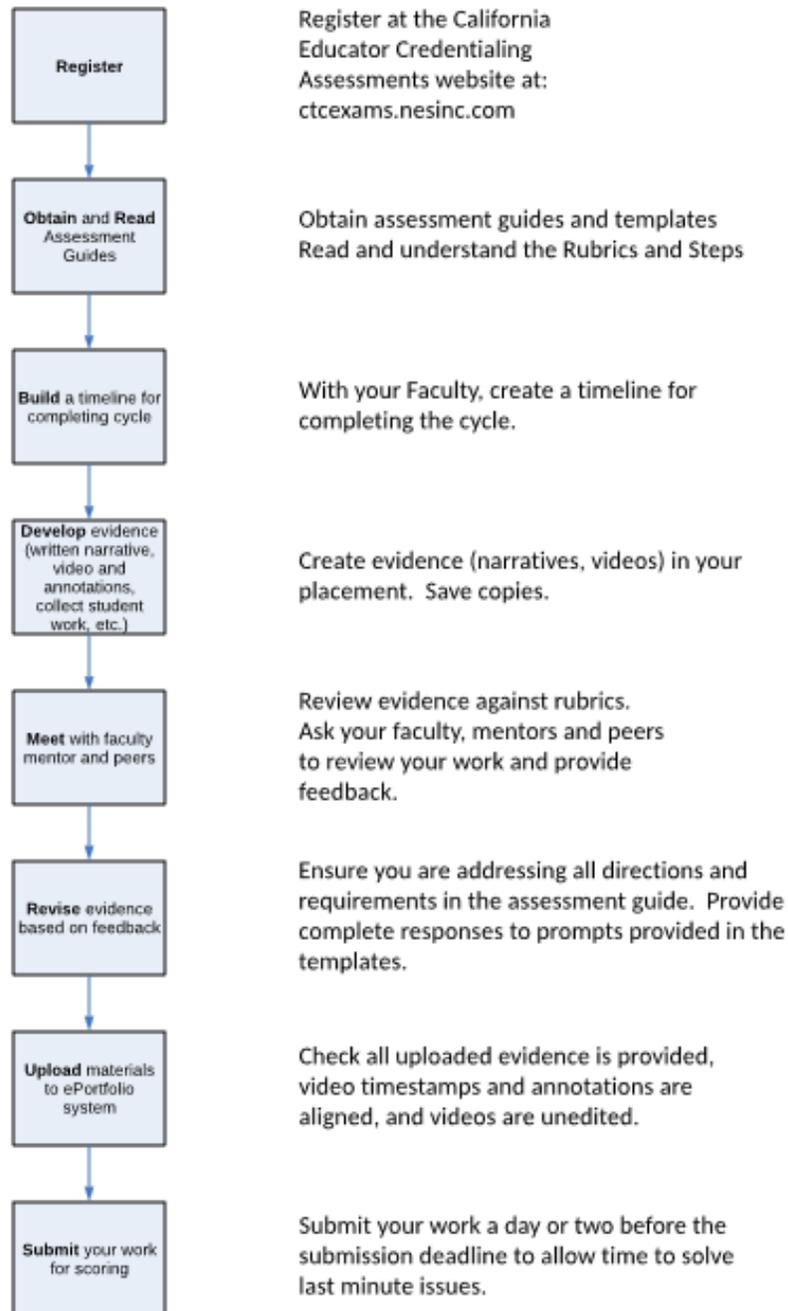
As depicted in the graphic below, the candidate is supported by a collaborative learning community.



Understanding the Assessment Process

EdSp CalTPA Process

The following diagram illustrates the candidate EdSp CalTPA process from start to finish.



Supporting Candidates

I. Forms of Acceptable Support

Since the EdSp CalTPA is to be embedded within a preparation program, it is expected that candidates will engage in professional conversations with faculty, program instructors, and cooperating teachers about teaching and learning associated with the TPE assessed by the EdSp CalTPA. Although there may be many opportunities to encourage a candidate's deeper understanding and demonstration of content-specific pedagogy, some supports are not acceptable within the EdSp CalTPA process. For example, those who support the candidate may not give the candidate an answer to a prompt, choose their video clips, write annotations, or submit EdSp CalTPA evidence including written narratives, student work, or videos for them.

For additional guidance on acceptable forms of candidate support, see the EdSp CalTPA Guidelines for Acceptable Support on the [EdSp CalTPA Faculty Policies and Resources web page](#).

Program Standard 5 of the Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations covers the requirements for program implementation of a teaching performance assessment including:

- Administration of the Teaching Performance Assessment (TPA)
- Candidate Preparation and Support
- Assessor Qualifications, Training, and Scoring Reliability

Refer to the complete [Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations](#) on the CTC website.

II. Clinical Experience

Candidate placement impacts potential success on the EdSp CalTPA and therefore candidates should be placed in a setting where they will work with students who have IEPs and that includes English learners. Inclusive instructional environments, such as classrooms that utilize a co-teaching model, are permitted as long as candidates have access to a caseload of students. Preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates are appropriately placed in schools and other educational settings where they can successfully complete the EdSp CalTPA, including allowance for the required video recordings of students, instructional support personnel, and candidates in the learning environment.

Commission on Teacher Credentialing Letter

The CTC wrote a letter with the subject “Partnering with Educator Preparation Programs to Support Implementation of California’s Teacher and Administrator Performance Assessments.” This letter outlines the responsibility of transitional kindergarten (TK) through grade twelve (TK–12) Districts and County Offices of Education and may be duplicated and distributed to assist in the successful implementation of the CalTPA.

California Department of Education Letter

A letter with the subject “Updates on California’s Teacher and Administrator Performance Assessments” from Tom Torlakson, recent State Superintendent of Public Instruction, provides clarification and affirmation of the responsibility for preparation programs to successfully implement performance assessments. This letter may be duplicated and distributed to assist in the implementation of the EdSp CalTPA.

The Preliminary Multiple Subject and Single Subject Credential Program Standards, Standard 3B, (Revised June 2017) states the following:

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

—Commission on Teacher Credentialing, “Partnering with Educator Preparation Programs to Support Implementation of California’s Teacher and Administrator Performance Assessments”

III. Teacher Preparation Program Policy Decisions

It is the responsibility of each approved preparation program to establish and implement policies for the following operations focused on candidate support of the EdSp CalTPA.

Utilization of Artificial Intelligence

What is Artificial Intelligence (AI)? Artificial intelligence refers to machines, computer programs, and other tools that are capable of learning and problem solving. These tools include such software programs as ChatGPT, Bard, DALL-E, Stable Diffusion, Apple Intelligence, and others including grammar and other generative artificial intelligence tools.

Artificial Intelligence holds great potential for the future. However, we must use caution in utilizing this promising technology in a way that protects our community and reflects our shared values, including nondiscrimination, safety, and privacy. While these tools have

applications that foster student learning and understanding, these tools can also be used in ways that bypass key learning objectives.

All candidates are expected to have read, understood, and applied their institution's AI policy to their submissions. Professional programs should provide information on the institution's policy, be able to answer questions regarding the policy, and ensure that the candidates are adhering to that policy in reference to their portfolio submissions.

Retakes

Each preparation program has the option to determine the number of times a candidate may retake the assessment in order to pass. The preparation program's retake policy should be clearly explained in the course catalog requirements and presented to the candidate upon enrollment. The online candidate registration system does not limit the number of times a candidate can register and pay for a cycle. Candidates do need to be affiliated and/or enrolled in a preparation program in order to submit the assessment, as candidates must be provided additional instruction and remediation support. Programs determine what the formal agreement is between the candidate and the program for support and/or remediation.

If a candidate does not successfully pass an EdSp CalTPA cycle, they will need to follow the established retake policy. See [Retakes](#) below for more information.

Vouchers (Optional)

Preparation programs may purchase EdSp CalTPA vouchers from Pearson and build the cost into their tuition and fee structures, which may allow candidates to use their financial aid to cover the cost of the EdSp CalTPA. Candidates use unique voucher codes as payment for the assessment fee when registering for the EdSp CalTPA.

For additional information on purchasing vouchers, please visit the [Purchasing Vouchers web page](#) on the California Educator Credentialing Assessments website (http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_PurchasingVouchers.html) or see the [Purchasing Vouchers](#) section of this program guide.

IV. Candidate Remediation

For candidates who are not successful in meeting the passing standard for each assessment cycle, it is the preparation program's responsibility to determine how they are going to provide appropriate remediation, support, and guidance on resubmitting task components consistent with model sponsor guidelines.

Suggested Program Remediation Steps

Each candidate who submitted evidence for Cycle 1 or Cycle 2 of the EdSp CalTPA will receive an Assessment Results Report for the EdSp CalTPA. Rubric level descriptions of practice and scores are provided along with a notification of pass or not pass for the cycle. If a candidate does not meet the passing standard, preparation programs must provide coaching and

feedback. A candidate may receive a condition code. In this case, scores are not provided, and a candidate must resubmit and address the evidence that was identified through the condition code as missing. For a full list of condition codes see [EdSp CalTPA Submission Requirements and Condition Codes](#)

(https://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_SubmissionRequirementsConditionCodes_CalTPAEdSp.html).

Suggested program steps for candidate support and remediation are:

Step One: On a monthly basis, Program Coordinators review the Institution Data (Cycle) Report and contact each candidate who did not meet the standard or was given a condition code for missing evidence. Invite candidates who did not meet the standard or received condition codes to a coaching session. Be sure to remind candidates to bring their Assessment Results Report and a copy of their submission, including annotated video clips, for the cycle for which they received scores. Try to meet with each candidate within a week of them receiving their scores.

Step Two: Conduct a coaching session with the candidate and together review the scores received for each of the rubrics of the instructional cycle. Facilitate a conversation, having the candidate walk through each step of the cycle, and map their evidence to the corresponding rubric. Through this process, you and the candidate can see where evidence was missing or not clear. Condition codes are assigned when evidence is not provided.

Step Three: Based on the evidence review and analysis, assist the candidate to determine if all or part of the cycle evidence needs to be revised or appropriately uploaded.

Step Four: Offer resources, evidence-based practices, and coaching to support the candidate as they prepare the cycle for resubmission. In some cases, the candidate may need to re-do the entire submission; in others, just one or two evidence requirements may need to be revised.

Step Five: Remind the candidate that they will need to register, pay the assessment fee, and submit their revised or new evidence in order to have their retake submission scored by a new assessor. A retake submission is scored by an assessor who has not seen the first submission. Assessment results will be provided within three weeks of the submission deadline.

V. Performance Assessment Data to Inform Programs

Preparation programs can access data at the rubric level for candidates and use this information to inform program development. Candidate data is available three weeks after each submission window deadline. Submission dates are published annually on the [California Educator Credentialing Assessments website](#). Preparation programs will be held accountable to the EdSp CalTPA program requirements that are defined in Preliminary Education Specialist Teaching Performance Expectations Standard 5: Implementation of a Teaching Performance Assessment.

EdSp CalTPA Instructional Strategies

I. Universal Design for Learning

Universal design for learning (UDL) is a set of principles educators can use to proactively design environments to be responsive to the learner variability demonstrated by all students. UDL implementation is facilitated by the application of the UDL Guidelines (CAST, 2018) in environment and lesson design. Educators implementing the guidelines demonstrate an understanding and belief that all students have assets and that successful academic, behavioral, and social outcomes are achieved when proactive changes are made in learning environments and not required of students. The guidelines provide a framework for the implementation of practices that increase the relevance and accessibility of learning opportunities for all students. However, it should be noted that the guidelines are not meant to be used as a checklist. Furthermore, implementation of UDL and the application of the guidelines are not a replacement for special education services or an Individualized Education Program (IEP). Rather, the purposeful application of specific guidelines to eliminate barriers students experience in a curriculum increases access and pathways to success in the general education curriculum for all students.

In standards-based instructional design, the proactive design of learning environments involves the thoughtful alignment of a curriculum's goals/standards, methods, materials, and assessments. In their instructional design, educators account for the academic, social, and behavioral aspects of the learning environment through the application of each dimension of the UDL Guidelines. The UDL Guidelines are grouped into three categories: engagement, representation, and action and expression.

Engagement

Application of the UDL Guidelines for engagement considers the “why” of learning. The “why” of learning refers to how a curriculum and its goals are made relevant to students. This includes consideration of how a curriculum is structured to maintain students' interest and efforts as they develop their skills as expert learners who are purposeful and motivated. Purposeful learners are students who set personal goals and develop action plans for achieving those goals. Motivated learners are students who sustain their efforts for learning over time and self-assess their progress along the way. Educators who support student development in these areas effectively engage student interest in the introduction of lessons with clear goals and objectives, support students in setting individual goals for learning, support students in maintaining their efforts throughout lessons and units of study, allow students to utilize and increase their self-management and self-regulation skills, personalize challenges in a barrier-free learning environment, and offer students multiple opportunities for self-reflection.

Representation

Application of the UDL Guidelines for representation considers the “what” of a curriculum. Specifically, the “what” of a curriculum refers to the instructional methods and learning materials employed by an educator to ensure that all students have equal access and opportunities to achieve established learning goals. This includes consideration for how the methods and materials in a curriculum reduce the barriers students face when interacting with content. Barriers can include issues of physical and digital accessibility or barriers that are created by the medium content is presented in.

Consideration and application of the representation guidelines also support students’ development as expert learners who are purposeful and knowledgeable. Purposeful learners are those who understand their own learning processes and effectively make choices in how they interact with learning materials. Knowledgeable learners make meaningful connections between previously learned material and new content that are also generalized across disciplines. Educators who support students in these areas ensure that all materials utilized are accessible to all students, and when appropriate, students are offered choice and alternatives in the materials they use to interact with content. When delivering instruction, educators minimize distractions and highlight key content and features to students. A key feature in implementing the representation guidelines is barrier-free learning offered through the provision of choices to students in the material they interact with. It is noted that while instructional technology and multimedia are avenues for offering multiple means of representation, they are not required elements of implementing the guidelines.

Action and Expression

Application of the UDL Guidelines for action and expression considers the “how” of learning. Specifically, the “how” of learning refers to the assessments employed to determine how students are progressing in a curriculum and to ensure that all measures utilized to this end provide a valid reflection of student knowledge. Consideration and application of the guidelines for action and expression support students’ development as strategic and goal-oriented learners. Strategic learners are those who self-advocate, seek out help as needed, and work effectively both independently and collaboratively. Strategic learners are those who make timely adjustments to their action plans and adjust their goals as necessary.

Educators who support students in these areas ensure that all assessments utilized separate the ends from the means when measuring students’ knowledge and skills. In developing assessments of student knowledge, educators ensure a clear alignment to the goals/standards they are measuring and offer students choice in how they demonstrate their knowledge. This ensures that response methods do not create barriers for obtaining valid and reliable measures of students’ knowledge and skills. Additionally, when choice in response methods is not available (i.e., a standard requires a specific response method), educators offer accommodations that facilitate student responses. Educators also offer detailed, varied, and

ongoing feedback that allows students to share in the responsibility for guiding their learning efforts and supports student self-reflection.

Candidates who successfully employ these components with their students, from age 3 to 22, will engage their students via effective teaching strategies, allowing for meaningful learning opportunities in an inclusive setting. See [UDL Guidelines](#) for more detailed information and practices for a UDL approach.

II. Asset-Based Instructional Design for All Students

California education specialists recognize, respect, and utilize each student’s strengths, experiences, and background knowledge as assets for teaching and learning. The candidate gathers information about their students’ assets and learning needs to develop an age-/grade-appropriate lesson plan. Asset-based instruction incorporates components of Universal Design for Learning (UDL) by providing multiple means of engagement. Candidates need to learn to tap into each student’s interests, challenge them appropriately, and utilize necessary and appropriate adaptations and scaffolding to engage them in learning. The candidate explains how the lesson plan incorporates or builds on students’ cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson plan.

Education specialists regularly gather information (e.g., assessment data, personal observation, evaluative reports) to address their students’ needs as part of the Individualized Education Program (IEP) process. Instruction may often be focused on a deficit-need model to help students meet their IEP goals. Asset-based instruction may be more challenging for a candidate to design as it utilizes students’ strengths, experiences, and background as the foundation of the lesson plan, student engagement, and learning. Cycle 1 and Cycle 2 require candidates to incorporate an asset-based approach into their instructional design and practices. Candidates include individual and collective strengths, experiences, and background knowledge that students “bring to the table” for a given lesson plan and lesson sequence.

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, hobbies, student club affiliations).

These assets may include the following:

- Prior knowledge and skills related to the content of the lesson plan
 - Example: In a kindergarten school co-taught science class, the co-teachers are beginning a lesson on forces and interactions. In a previous lesson, students have examined the effects of different strengths and directions or pushes and pulls on an object by looking at a ball being rolled and stopped, two balls being rolled into one another and colliding, and pulling objects with strings attached to them. In this lesson, students will be asked to take a toy car and a track and determine how to make it knock down a small figurine. Students will observe their tracks and cars and what makes the cars travel faster or slower.
 - Example: In a high school co-taught chemistry class, the co-teachers are beginning a unit of study related to valence electrons and reactivity of elements. In the previous unit of study, students learned about periodic trends. In an early lesson on valence electrons and reactivity, students will be asked to apply what they know about periodic trends, including atomic radius, ionization energy, and electronegativity to make predictions and explain how the location of an element on the Periodic Table (groups and periods) are predictive of valence electron number and reactivity.
- Accumulated knowledge and experience outside the classroom
 - Example: A candidate working with high school students in a resource setting is planning a lesson on getting a job. The candidate knows that a student participated in a job placement through the school's WorkAbility program. The teacher has this student share their experience with the class of applying for, interviewing for, and working at a job.
 - Example: In a self-contained third-grade math class, a candidate is planning to introduce order of operations and algebraic thinking. Many of the students in the class have shared that they enjoy playing complex video games. The teacher plans to have the students share their discovery of how to successfully complete tasks in the game to move to the next level. The teacher plans to guide students in connecting procedural thinking and actions in the context of the rules and limitations of video games to order of operations and algebraic thinking in math and awareness of the rules, limitations, and parameters of how problems are completed.
- Individual interests and passions related to the lesson plan
 - Example: A candidate teaching a self-contained English class is planning an argument-writing lesson plan and notices that a student who is often disengaged from teacher-chosen topics engages in lively conversation regarding the school's new bathroom pass policy. In order to leverage this student's passion about the topic and to increase their engagement, the candidate allows for the option of a

student-selected topic, such as a school policy, for the final argument writing piece that the students will produce.

- Example: A co-taught social studies class is starting a unit on Mesoamerican history and culture. The co-teachers collect survey data related to student interests in the arts that include performance arts, drawing, digital design, creating and posting video blogs, and creating three-dimensional designs. Students are placed in groups according to interests to create a final project that utilizes the preferred artistic media to represent key aspects and historical information of the selected culture.
- The “flip side” of a need may be an asset
 - Example: A self-contained ELA class enters into a book club unit in which the candidate has curated a selection of novels related to students’ cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and/or interests. Students select a novel from the list and read in small groups in class, completing writer’s notebook activities in which they can compare their own experiences with that of the characters in their selected novel, culminating in an essay in which they argue whether their book should be adopted by the school board.
 - Example: A candidate working with elementary students in a resource setting is planning a series of lessons in which students work in small groups to discover their individual strengths by working together to complete a series of challenges. Each challenge will utilize a different skill (reading, writing, puzzle solving, following directions, mental math, storytelling, procedural thinking, negotiation, etc.), and successful completion of the challenge will provide the clue needed to start the next challenge. Students will select a leader for each challenge, and each student must be a leader at least twice. The teacher provides each student with a unique and confidential clue that will become relevant at some point during the journey and provide an additional opportunity for each student to experience being the group champion. At the end of the series of lessons, students will reflect on what they learned about their own strengths and what they learned about the strengths of others.

Candidates will benefit from guidance in implementing an asset-based instructional approach with guided practice in identifying student assets. Once a candidate can identify and articulate students’ assets, they can better leverage their knowledge of these assets in the planning and delivery of the lesson plan.

III. The Role of English Language Development in Lesson Planning and Delivery for Students with IEPs

An underlying foundation of the EdSp CalTPA is its focus on assessing candidates' ability to serve the needs of all students, including English learners (including those who are Fluent English Proficient [reclassified English learners], Heritage language speakers, or multilingual learners). Therefore, all EdSp candidates should be conversant with both the [California English Language Development Standards](#) (CA ELD Standards) and the [English Language Arts/English Language Development Framework](#) (ELA/ELD Framework) before they begin their work on the EdSp CalTPA. Note: for Bilingual candidates, the California [Spanish Language Development Standards](#) may be used. Not only do candidates need to know about the standards and framework in general, but they also need to be aware of the implications for any content area in which they will be teaching. These content-specific TPEs are presented in the introduction of the performance assessment guide for each instructional cycle.

Preparation program coursework should provide the opportunity for candidates to do a deep dive into the CA ELD Standards. The CA ELD Standards reflect what students should know and be able to do, both at each grade level and at each level of English learning. Note that these standards are outcomes based—not necessarily a list of skills or knowledge that need to be taught. The CA ELD Standards provide the guiding principles for instructing English learners (including those who are Fluent English Proficient [reclassified English learners], Heritage language speakers, or multilingual learners).

The ELA/ELD Framework provides greater detail on how the CA ELD Standards are integrated with the [California Common Core State Standards in English Language Arts & Literacy \(CCSS ELA/Literacy\) in History/Social Studies, Science, and Technical Subjects](#) for the purpose of developing curriculum, no matter the area of core content. The introduction to the [ELA/ELD Framework](#) provides an excellent overview of the philosophy and goals for assisting English learners to achieve success in their schooling.

While candidates may learn about the CA ELD Standards in a “standalone” class on addressing the needs of English learners, they should also experience the role of the ELA/ELD Framework within the context of content-area methods courses. This should include clear explanation and guidance on the roles of both designated (self-contained or specialized) and integrated (core content or departmentalized) CA ELD Standards. Sample lesson plans using a variety of planning tools (from the program and participating districts) can provide concrete examples for candidates as they develop their own plans.

Identifying, assessing, and differentiating instruction for English learners with disabilities require education specialists first to understand the complex interrelationships of language, culture, home, and school factors that affect learning and behavior and then to consider these factors when making decisions about students' unique characteristics and needs so that they may thrive at school. Education specialists will best be prepared to meet student needs by

collaboratively developing and implementing a process for educating English learners with disabilities.

Toward that end, the California Legislature passed Assembly Bill 2785 (Chapter 579, Statutes of 2016) (accessible at: <https://bit.ly/2GiggaP>) calling upon the California Department of Education to develop a manual that provides guidance to teachers and specialists in grades transitional kindergarten (TK)/K–12 to help them appropriately identify and support English learners with disabilities. In response, the Department of Education developed the [California Practitioners' Guide for Educating English Learners with Disabilities](#) to provide information on identifying, assessing, supporting, and reclassifying English learners who may qualify for special education services and students with disabilities who may be classified as English learners.

Promoting Appropriate and Consistent Early Intervention Strategies

Early intervention may reduce referrals for special education services, and pre-referral targeted instructional strategies within a multi-tiered system of supports framework are increasingly employed by schools. Using the data-based decision-making component of multi-tiered system of supports, intervention teams make meaningful instructional decisions to establish the need for special education and related services. But the need for consistent intervention strategies remains an issue in the identification and instruction of English learner students with disabilities.

Using Appropriate Instructional Practices

English learners (including those who are Fluent English Proficient [reclassified English learners], Heritage language speakers, or multilingual learners) who have a disability require specialized instruction, including comprehensive English language development, to progress academically both prior to referral and after qualifying for services. More professional learning is needed for educators to provide consistent, adequate services to students with both sets of needs. Local educational agencies need a system for consistent monitoring of student progress in both English language development and special education services.

Differentiating between a Language Learning Need and a Disability

It can be challenging for educators to determine whether a student's difficulty in progressing academically is the result of an English language development need or a language disability. More guidance and professional learning regarding this issue are needed. For example, educators may require guidance and support in using appropriate assessments; properly administering and interpreting results on multiple assessments while considering the student's language background; and setting appropriate expectations for linguistic and academic development/performance for the student.

Making Use of Assessment Accommodations

Using appropriate accommodations in assessment is critical for ensuring accurate assessment results for English learners and students with disabilities. Greater awareness is needed, not only of the types of accommodations available to students but also of the legal rights that students have to access these accommodations.

Applying Appropriate English Learner Reclassification Criteria or Procedures

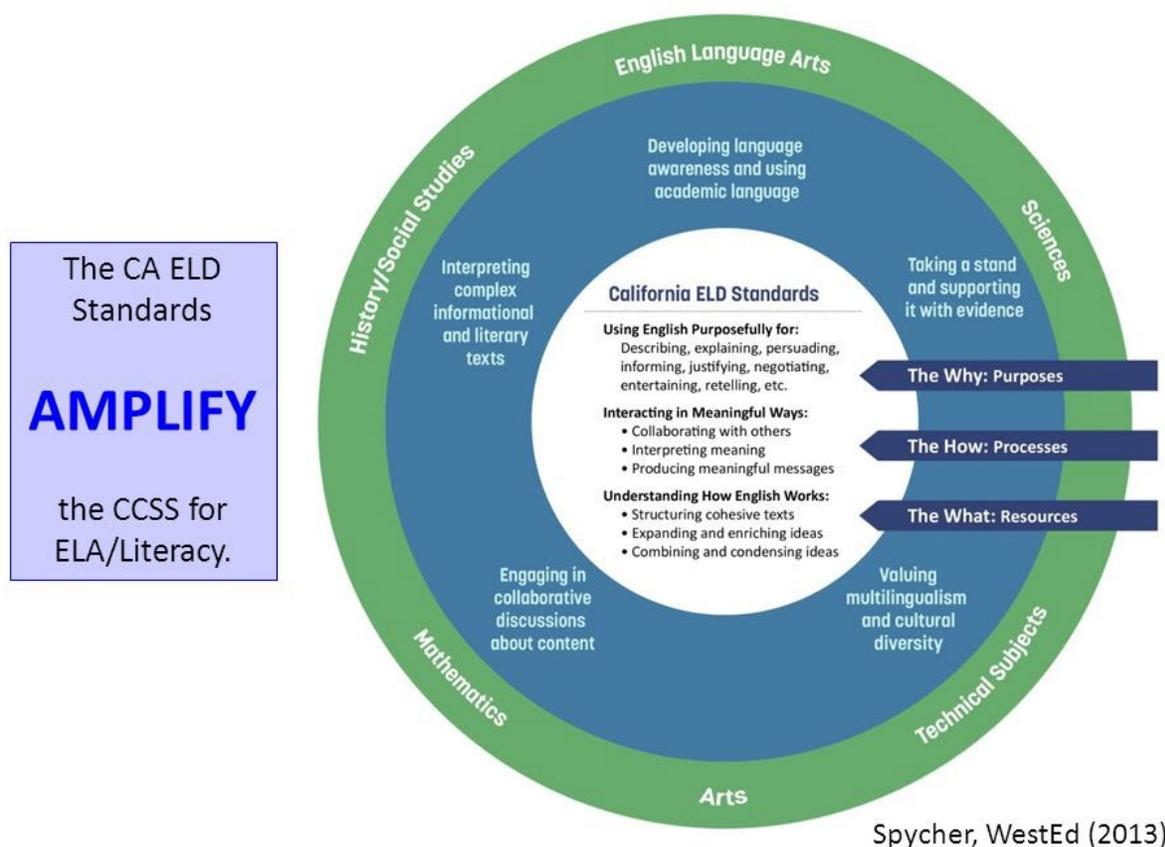
More guidance is needed on how to conduct the reclassification process for English learner students with disabilities to determine if they are proficient in English. For example, reclassification criteria and/or procedures should be appropriately tailored to the Individualized Education Program (IEP) goals of the student, as described in California Department of Education guidance. Local educational agencies can develop procedures that reflect appropriate, IEP-sanctioned exemptions from assessing one or more language domains related to an English learner's disability.

Candidates often hold misconceptions about the English language abilities of their students, which then impacts their work on the EdSp CalTPA. Addressing these misconceptions before EdSp CalTPA work begins will help candidates broaden their understanding of English learners. Common misunderstandings include the following:

“This student can hold a conversation with me and with friends, so they must be fluent.” Candidates need to understand that conversational fluency is different from academic fluency. They need to find out more about the student's language abilities (ELPAC scores).

“I have no English learners.” Candidates may assume that students who have been reclassified as fluent no longer need language support. What they do not realize is that there are usually remaining gaps in knowledge or language skills that need continued support. If they do not have an identified English learner, they likely do have students who struggle with language, whether it is reading, writing, listening, or speaking.

The following diagram illustrates the interrelationship between the CA ELD Standards and the CCSS in ELA/Literacy.



IV. Deep Understanding and Age and/or Developmentally Appropriate Higher-Order Thinking Skills

Deep understanding is defined as knowledge that is beyond attending to or recalling factual pieces of information and is characterized by the ability to understand and use complex content as it is applied to new contexts, such as a sequential content standard, and situations, such as generalizing or transferring of a skillset between multiple settings. To undertake the social, environmental, and economic problems of today and tomorrow, students need a broad set of knowledge and skills that enables them to understand, navigate, adapt, and thrive in response to novel and complex problems and contexts. This broad set of transferable knowledge and skills—including deep content knowledge, an ability to analyze and problem solve, and interpersonal and intrapersonal skills—is increasingly recognized as the essential competencies that students need for success in college, in the 21st-century workplace, and as future citizens.

Age and/or developmentally appropriate higher-order thinking skills (HOTS) distinguish critical-thinking skills from lower-order learning outcomes. Based on the work of Benjamin Bloom and his *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1969), HOTS extend beyond basic observation of facts and memorization and move deeper into application, analysis, synthesis, evaluation, creation, and innovation. Simply stated, implementing HOTS in all content areas promotes students to become more creative thinkers and better problem solvers, resulting in deep learning of content.

For additional information on deep understanding and age and/or developmentally appropriate higher-order thinking skills, please see *Preparing Teachers for Deeper Learning* by Linda Darling-Hammond and Jeannie Oaks (2019). This book “depicts transformative forms of teaching and teacher preparation that honor and expand all students’ abilities, knowledges, and experiences, and reaffirm the promise of educating for a better world.”

V. Academic Language Development and/or Communication Development

For optimal success of candidates across all content areas, programs should indicate when academic language development (ALD) is taught. ALD allows students, 3 years old to age 22, to access the content, texts, concepts, discourse, and assessments. Candidates are asked to teach their students academic language in the lesson plans submitted, allowing for increased access to the curriculum. ALD is specialized per content area; students must be given multiple opportunities to hear, speak, read, and write using the academic language within the identified content area.

VI. Funds of Knowledge

Funds of knowledge are the skills, knowledge, experiences, and expertise that students bring to the classroom that is based in their families'/guardians' cultural, familial, and community practices. Understanding that students do not arrive to school as “blank slates” and that they bring with them a wealth of knowledge can help bridge the gap and build relationships between families/guardians and school. Funds of knowledge bring diversity into the classroom and help students experience a connection to the school environment through culturally relevant pedagogy. Candidates, as researchers, can access their students' funds of knowledge and foster a deeper connection to their students and families/guardians to promote an inclusive culture for learning. Further, candidates should

- allow opportunities for students to share their funds of knowledge in the classroom;
- create lessons that connect to students' funds of knowledge to engage students in learning;
- create culturally relevant experiences for students for a deeper connection to learning.

Below is an example of how to access and build on students' funds of knowledge to provide deeper learning opportunities and connect with students and families/guardians using a project to learn about students, their families/guardians, communities, and culture:

At the beginning of the school year, a candidate may assign an “All About Me” project to be completed by the student and family/guardian(s) to learn more about their students' backgrounds and interests. Teachers can give a choice menu of options for creating this project with set or open-ended criteria for what to include in the “All About Me” project. Criteria can include student and family/guardian interests, extracurricular activities, sports teams, holidays, celebrations, milestones, siblings, extended family, etc. Once projects are completed, candidates should provide opportunities for students to share with their classmates.

VII. Modeling and Metacognition

Modeling is not simply utilizing a document camera to display something to the class, small learning group, and/or individual student(s). Modeling occurs when a teacher demonstrates to students how to proceed with an activity, revealing their thought process as they complete the task. For example, a teacher might show how they would write a topic sentence or thesis statement in response to a prompt. As they write the sentence, the teacher explains their thinking at each step of the process. This type of modeling promotes metacognition, encouraging students to understand what they know and what they need to know to engage with the content.

VIII. Scaffolding

Candidates often equate scaffolding with sentence frames and word lists. While these may be useful examples of scaffolds, candidates need to understand the purpose of scaffolding instruction. Scaffolding occurs when a teacher structures a learning task in a way that makes it accessible to all students. This might include providing a sentence frame for a topic sentence, breaking a task into small steps, checking for understanding at each step, providing a word bank to complete an assignment, allowing students to look up unfamiliar words while reading, or introducing new vocabulary before the start of the lesson plan.

Whatever scaffolding strategies are selected by candidates, they should be able to articulate why those strategies provide appropriate support. Also, the goal of scaffolding is to move students toward independent work as they access the content without the need for the scaffold—a goal that is often forgotten by candidates.

AAC Prompting Hierarchy (From Positive AACtion - Rocky Bay 2010; Semner 2010; YAACK 1999)

1	Expectant Pause	Give the child time to respond or the opportunity to initiate communication.
2	Indirect Nonverbal Prompt	Use your body language to indicate to the child that something is expected (e.g. expectant facial expression, questioning hand motion with a shrug, etc).
3	Indirect Verbal Prompt	Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should we do next?").
4	Request a Response	If there is still no response, you can try to direct the child more specifically (e.g. "Tell me what you want." "You need to ask me.").
5	Gestural Cue	You can point to the symbol or leave/tap your finger there for several seconds to get the child started with his message.
6	Partial Verbal Prompt	If there is still no response, give them part of the expected response (e.g. "You went to the...").
7	Direct Model	If still no response, model on the student's device (e.g. "The bear is sad."). Pause and wait for the child to imitate or respond.
8	Physical Assistant	Provide hand-over-hand assistance to help the child to form the message using their device.

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EdSp CalTPA Asset-Based Lesson Planning Considerations

I. Integrated Instruction

Education Specialist candidates may teach in a setting where they integrate content from more than one subject area. For example, a candidate may be teaching a language arts lesson plan that combines both social studies and art content standards to students with mild to moderate needs. Or a candidate may teach a mathematics lesson plan that is linked to a biology concept for students with extensive support needs. Alternatively, candidates who teach functional/life skills can integrate certain physical education tasks within a math lesson such as having students count the number of fingers, toes, hands, and knees as they move/shake them as a means to teach early number concepts while working on students' gross and fine motor skills. When content is integrated, the candidate must be careful to articulate and demonstrate their teaching of the California Content Standards, Curriculum Frameworks, and/or Core Content Connectors. The EdSp CalTPA submission should include the following details:

- reference to the current, approved grade-level California Content Standards, Curriculum Frameworks, and/or Core Content Connectors in the lesson plan and related materials
- learning goals that primarily build on student content standards for literacy or mathematics
- student activities that primarily reflect the primary content area (activities will undoubtedly include the other content, but the candidate should focus their EdSp CalTPA response on the primary content of literacy or mathematics)
- assessments that primarily reflect the student content standards and learning goals from the primary content area (literacy or mathematics)

II. Developmental Considerations for Students

Social-Emotional Development

[Collaborative for Social, Emotional, and Academic Learning](#) (CASEL) identifies five competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision making—that should be part of every school and classroom. When social-emotional learning (SEL) needs are addressed, student learning outcomes increase. Within the EdSp CalTPA, candidates are asked to address the social-emotional learning needs of their focus students. Knowing what the SEL assets and needs are for the selected focus students (and the class, small learning group, and/or individual student[s]) will support candidates in planning a learner-centered lesson plan.

Developmental Considerations

Candidates are asked to include information regarding the developmental considerations of their focus students and the whole class, small learning group, and/or individual student(s). Candidates should be knowledgeable about language development, including students who may be nonverbal and the developmental considerations associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorder, cerebral palsy). Candidates need support to learn how to write about child development in a professional manner. Reputable websites that candidates can reference for the age and development of their students include [California Department of Education](#), [Centers for Disease Control and Prevention](#), and [American Academy of Pediatrics](#).

Common Core State Standards, Prioritized Core Content Connectors, and Essential Understandings

There may be times in which a student may be impacted by a significant cognitive disability and the IEP team may determine that the alternate assessment based on alternate achievement standards is most appropriate. Although the student will work on the same grade-level content, expectations for achievement will differ in depth, breadth, or complexity¹. In these situations, planning also incorporated the standards of the student’s assigned grade.

In order to provide students with meaningful access to the grade-level standards, candidates can use the Core Content Connectors to plan their lessons. The National Center and State Collaborative (NCSC) Core Content Connectors “are content bridges between the state content standards and learning progression pathways through the K–12 grade-level curriculum. The language of the content standard is in almost all cases retained to maintain a close grade-level connection. In some cases, complex content standards are broken into smaller segments to help pinpoint targets for instruction.”² [Core Content Connectors are available for Reading, Writing, and Mathematics](#).

¹ AA-AAS: Standards That Are the “Same but Different” (NCSC Brief #1) (ncscpartners.org)

² <http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief7.pdf>

III. Facilitation of Instructional Support Personnel

Instructional support personnel are credentialed or licensed education professionals who work alongside and under the direction of a certified teacher or school professional. They may include general education teachers, co-teachers, paraprofessionals, occupational therapists, speech and language therapists, counselors, administrators, and behaviorists. These individuals provide instructional, behavioral, and other support to students in and outside of the classroom. They can often work one-on-one with students who receive special education and related services. Four common ways that instructional support personnel can provide assistance in the classroom are:

- instructional support (working in small groups or in one-on-one settings to reinforce learning or to provide additional support)
- language support (assisting students in understanding content by translating or providing language supports)
- behavioral support (assisting students in implementing a behavior intervention plan (BIP) or clarifying expectations for appropriate behavior in the classroom)
- physical and medical support (assisting students with adaptive skills or collaborating with personnel to assist with medical needs)

Instructional support personnel play important roles in schools and help make classrooms more inclusive. They add another layer of support to the classroom, allowing students to have more opportunities for one-on-one support and for access to grade-level content standards. When students, teachers, and families/guardians embrace instructional support personnel as key members of the education team, everyone benefits.

IV. Student Grouping Strategies

Candidates are asked to identify student grouping strategies used within their lesson(s) for students with mild to moderate support needs and extensive support needs. Student grouping strategies should always consider the ability to support the movement, mobility, and sensory and/or specialized health care needs of all students, which may also include incorporating instructional and assistive technology. While it is sometimes appropriate for part of a lesson to have the candidate and/or instructional support personnel talk while students sit individually, moving toward a student- or learner-centered lesson requires purposeful student interaction and engagement with their classmates. Cooperative or small group learning, including inclusive grouping in a co-teaching model, supports social-emotional development skills in addition to age and/or developmentally appropriate higher-order thinking skills. For true benefits to occur with pairs or small groups, students must be taught specific discourse allowing for all to participate in the learning process. Intentional grouping allows students to take advantage of peer assets and diverse perspectives. Flexible grouping accounts for learner variability and changes throughout the lesson in response to learning goals and activities, student responses and engagement, and in-the-moment support needs. Authentic partner or group work is

dependent on students sharing resources and information; there must be a desired learning outcome for students to successfully interact in this manner. The size and time allotted to student-group activities should be driven by data, learning objectives, and IEP goals (if applicable). Elizabeth Cohen and colleagues at Stanford University developed [Complex Instruction](#) to achieve equity in the classroom. The goal of Complex Instruction is to facilitate academic success for all students through group work activities.

V. Instructional Adaptations

In both Cycle 1 and Cycle 2 of the EdSp CalTPA, candidates are asked to introduce their students in the Getting to Know Your Students and Contextual Information templates. Here, candidates are asked about English learners (including those who are Fluent English Proficient [reclassified English learners], Heritage language speakers, or multilingual learners), IEP goals, and other related services. Knowing this information helps candidates plan adaptations (accommodations and/or modifications) based on the assets and needs of the above identified students, in addition to students with different academic or social-emotional development abilities. Candidates need to clearly articulate what adaptations they plan to employ within their lesson plan and how the adaptations support the IEP goals for the student(s). Adaptations describing what candidates will do to support the range of learners in their class, small learning group, and/or individual student(s) should be specific and unique to the assets/needs of their individual students; candidates should avoid generic responses such as “student will work with a partner” as this statement does not clearly explain how it benefits students in achieving the learning goals. Adaptations can address the physical environment, AAC, and mobility and sensory needs, as well as students’ academic needs. Meeting the needs of individual learners appears in multiple rubrics; adaptations should be addressed throughout all parts of each cycle.

VI. Co-Teaching

If preparation programs incorporate co-teaching³ as the clinical practice model, the candidate is expected to co-plan and deliver lessons and/or activities and assess or grade student work. Preparation programs that utilize a co-teaching clinical practice model, in conjunction with a collaborative mindset surrounding the EdSp CalTPA, align with Ball and Cohen’s (1999) term “learning in and from practice”; cooperating teachers support candidates’ daily growth and reflection, while the EdSp CalTPA provides formative and summative feedback. If you are using a co-teaching model, remember that the candidate must be the sole author of written narratives, video annotations, and lesson plans, and video clips of classroom instruction must be selected by the candidate. The EdSp CalTPA assesses the candidate’s capacity to teach and assess, not the general education teacher’s capacity to teach and assess. Throughout the process of completing the EdSp CalTPA cycles, candidates may seek feedback from their cooperating teacher and the general education teacher. For policy guidelines regarding feedback, please see the Acceptable Support link on the [EdSp CalTPA Faculty Policies and Resources web page](#).

³ “Two or more people sharing responsibility for teaching all the students assigned to a classroom. It involves the distribution of responsibility among people for planning, differentiating instruction, and monitoring progress for a classroom of students” (Villa, Thousand, and Nevin, 2013).

EdSp CalTPA Analytic Rubrics

Preparation programs should weave EdSp CalTPA analytic rubrics into the fabric of their courses and clinical practice expectations, providing candidates opportunities not only to learn the expectations of these rubrics but to see what practice looks like in reference to the levels of each rubric. Candidates are encouraged to refer frequently to the analytic rubrics throughout the EdSp CalTPA process as they self-assess and peer assess. Faculty and cooperating teachers should use the language of the rubrics when providing feedback to candidates. EdSp CalTPA rubrics include an essential question that frames the knowledge, skills, and abilities of the rubric. Each rubric provides five qualitative descriptions, with score Level 1 representing a response for which no evidence is provided or practice is not supportive of student learning, score Level 2, representing an inconsistent or limited response moving up to Level 3, which mirrors the performance expectations of the essential question. To reach a Level 4, the candidate must provide evidence for all of Level 3 and Level 4 constructs. To reach a Level 5, the candidate must provide evidence for all of Level 3, Level 4, and Level 5 constructs.

Preparation programs can use the rubrics as a teaching tool by integrating them into specific assignments or clinical practice. For example, use Rubric 1.1, Plan, during a course that focuses on how to write learning goals, write lesson plans, and choose appropriate learning activities that build on students' prior knowledge and assets. Focus on and provide examples of lesson plans that differentiate instruction by developing age and/or developmentally appropriate higher-order thinking and academic language or communication development for a range of student learners. Using rubrics for course assignments gives the candidate the opportunity to become familiar with the language of the rubric and to practice applying the qualities of the rubric levels to their own work and allows for a rich discussion of what practice looks like at different levels.

Candidates who encounter cycle rubrics for the first time when they work through the cycle and who did not have the opportunity to apply the rubrics to their or others' teaching practice may struggle to provide adequate evidence or might not realize the importance of each construct at each level.

Key tips for candidates as they self-assess their EdSp CalTPA evidence using the analytic rubrics:

- Using “buzzwords” associated with concepts or repeating back the language used in a prompt, such as the term “UDL,” in and of itself does not demonstrate a candidate’s understanding or capacity if the actual dispositions and strategies of UDL are not evidenced in the cycle submission.
- Not answering a prompt but instead noting that the response was provided in an earlier piece of evidence does not demonstrate the candidate’s understanding of the prompt. Rubrics, provided for each of the four steps of a cycle, clearly state which evidence will be used to determine a score level. Only the evidence stated will be used to make a score judgment for a particular rubric.

Providing a biased response or talking about students in a negative or deficient manner such as statements that start “this student cannot learn because...” signal that the candidate is searching for an excuse instead of seeking the student’s assets and providing appropriate supports so that the student can access the core curriculum and be included in the learning of the lesson.

If evidence is missing, a condition code will be applied and the submission will not be scored. Without evidence, a score judgment on a rubric cannot be made.

Additional Candidate Supports

I. Providing Professional Writing Supports

Preparation programs should provide opportunities for candidates to practice professional writing. Professional writing includes correct spelling and grammar; appropriate handling of individual student learning needs; sensitivity toward any personal information that could include experiences the student has encountered inside or outside of school; not discussing health issues or other information deemed private by the district or school; and an asset-focused, nonbiased, professional tone. Teaching candidates how to write letters that will go to families/guardians or be on report cards is an important skill and a typical requirement of the job of teaching.

It is imperative that candidates not share intimate, personal information about 3-year-old to age 22 students and their families/guardians. It is not appropriate, for example, for candidates to offer their interpretation or judgment about a student or group of students. Identifying information should be removed (redacted) from student work and no full student names should be used in narratives or during video recordings. Candidates are directly asked to use FS1, FS2, and FS3 as opposed to student names when describing focus students. As someone who supports candidates with their EdSp CalTPA, you may remind them to use appropriate tenses (past, present) throughout narratives and annotations. Encourage candidates to review their written narratives with their cooperating teacher and with peers, and to self-assess using the analytic EdSp CalTPA rubrics.

II. Practicing with Video Beforehand

Preparation programs are advised to provide multiple opportunities/assignments for candidates to practice video recording to ensure the candidate and students can be both seen and heard⁴ within the videos. Additionally, prior to a candidate submitting final evidence, programs should provide opportunities for candidates to watch their videos and practice writing, annotating, and reflecting on what they see in the videos. Annotations can be used in any video and must be used at least once across the selected five-minute video segments. There is no requirement for each video to have an annotation and no restriction on the number of times an annotation is used. Videos submitted may not be edited. Both candidates and students must be seen in video clips.

⁴ DHH candidates captured using ASL on video qualifies as seen and heard.

III. Providing Structural and Technical Video Support

Candidates are responsible for securing permission from all individuals who appear in face-to-face and/or online setting video clips and whose work is submitted. Most districts have video/social media release forms that allow video to be recorded for education purposes. Preparation programs may wish to develop a permission slip template if a school district does not have a standard one in place for families/guardians to sign. Sample video consent forms are available on the [EdSp CalTPA Assessment Materials web page](#).

Candidates should be cognizant of what images are captured within a video recording. For example, avoid having the name of the school posted on a wall within the video frame.

While a dress code is not established for the EdSp CalTPA video recordings of teaching practice, some districts do set dress expectations for candidates. It is always professional to dress appropriately for work.

Candidates should be aware of camera angles and lighting in the room and consider if extraneous sounds beyond or inside the classroom are disruptive to the recording. Audio quality should be considered when recording in theatres, large spaces, and outdoor venues. While Pearson offers technical support, it is suggested that preparation programs identify someone within their program for technical issues related to video and/or audio recording.

Candidates and students must be seen in video recordings. Assessors must be able to hear the dialogue in video recordings.

IV. Providing Guidance for Video Selections, Timestamps, and Annotations

Introductory instructional student activities, such as tuning instruments (Music), body stretching (PE), moving into small groups, or handing out lab materials, may be considered “Setting Expectations for Learning” but should not constitute a significant portion of any of the video clips. Candidates should consider selecting a video clip that demonstrates how they, as the teacher, are setting clear content-based and/or academic language expectations for learning for the lesson, activity, or assessment.

Annotation rationales must align with the situation or student(s) that are clearly evidenced in the video timestamp. The text provided in the annotations should provide context and rationale for the teaching strategy, assessment, or other key aspects of practice in order to clearly demonstrate awareness and purpose for the practice. Candidates may use annotations as many times as appropriate to clearly point out where they perform the skill or ability and why.

Annotations are most effective when the comments are specific to a situation and student(s) that are clearly evidenced in the video timestamp segment. In the context of a large group engaging in a similar activity (e.g., orchestra, basketball), it may be difficult to distinguish a specific student or group of students. Planning ahead to video record the entire lesson or

activity will provide options for the candidate when they are selecting video clips or re-selecting if resubmitting evidence.

Unclear annotation (lacking specificity)

- 00:00:00 - 00:04:33 — “Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher-Order Thinking”

“In my music class, students were practicing register keys.”

“Students are talking to each other as they finish up their science lab.”

“Students are in groups for this activity.”

Descriptive annotation (noting specifics)

- 00:02:11 - 00:02:53 — “Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher-Order Thinking”

“In this clip, I am engaging the clarinet section in age and/or developmentally appropriate higher-order thinking when asking them to first explain and then demonstrate how depressing the register key raises the lower register pitches E and F by a 12th to the pitches B and C within the staff.”

“Students are discussing and determining together how to analyze the data they collected during the science lab. They are working together in groups to establish whether or not their hypothesis was correct or if they need to continue to collect and analyze data.”

V. General Considerations

Repeated Practice

Learning over time, particularly with new concepts, is essential in the acquisition of new knowledge, skills, and abilities. Students are not expected to perfectly perform a new task or immediately understand an unfamiliar concept. Allowing time within a lesson plan to reinforce learning is good practice. In performance-based activities that are often reliant on skill and/or ability development, candidates are encouraged to support student learning during the lesson and/or activity through repeated practice. Time should be built into the lesson plan for students to revise their work or improve their performance. Of course, this is also true for teacher candidates. The more opportunities candidates have to practice, to edit, and to revise their evidence for the instructional cycle, the better their results will be.

Synchronous Online Learning Environment

I. Providing Guidance for Online Settings

Candidates teaching in an online setting must meet the requirements specified in the EdSp CalTPA performance assessment guides. Preparation programs must work with candidates to determine whether a synchronous online setting is suitable for completing the requirements of the EdSp CalTPA within the current parameters of the EdSp CalTPA performance assessment guides. Candidates must be able to see, hear, and synchronously interact with students in real-time. Virtual learning platforms should support the ability to record candidate instruction and student engagement for the purpose of generating the required video evidence. If video evidence cannot be captured within the online platform, an external camera may be used to generate the required video evidence. Candidates must teach actual students from their assigned class, candidate and students must be seen and heard in the video clips, and all annotations must be used at least once.

Uploaded video clips must be continuous and unedited with the following exceptions:

- Covering or removing student names to protect privacy is not considered a video edit.
- Video captured in an online setting, where the video jumps from speaker to speaker, is not considered an edit.
- The use of video captioning is permitted only to enhance audio intelligibility (i.e., transcribe any conversation that may be difficult to hear or understand). Captions must be embedded within the video file.

Instruction must be based on grade-level California Content Standards, Curriculum Frameworks, and/or Core Content Connectors, content-specific pedagogy, and knowledge of the student; address cycle-specific parameters; and allow checking for understanding. Candidates must teach actual students from their assigned class; candidate's own children or neighbor children may not be used to create a mock classroom. Candidates must adhere to all school or district guidelines for recording in online settings and continue to ensure the appropriate permissions are in place.

See [Guidelines for Completing the EdSp CalTPA in an Online Setting](#) for additional information and candidate tips for teaching and assessing in online learning settings.

Cycle 1

MMSN candidates are required to work with a class or small learning group of students. Three students are the minimum number that must be taught during the lesson plan. If only 3 students are engaged in the lesson, the 3 students must represent the required 3 focus students.

ESN candidates are required to work with a class, small learning group of students, or an individual student. For Step 2, ESN candidates may work with an individual student. For Steps 1, 3, and 4, ESN candidates must write about the 3 focus students from their assigned caseload.

The Getting to Know Your Students Template should indicate and briefly describe the online setting. The Lesson Plan and Lesson Plan Rationale Template should address specific instructional strategies and/or adaptations applied due to the online setting.

Cycle 2

The learning segment in Cycle 2 may include in-person, online synchronous, or hybrid (both in-person and online synchronous) instruction. Candidates must teach focus student(s) with IEPs in Cycle 2. MMSN candidates may teach a whole class or small learning group. ESN candidates may teach a whole class, a small learning group, or one individual student, if appropriate.

The Contextual Information Template should indicate and briefly describe the online setting.

The Learning Segment Template should address specific instructional strategies and adaptations addressed by the IEP applied due to the online setting.

Candidates must continue to provide blank copies of the informal assessment as well as blank copies of the student self-assessment and formal assessment and corresponding rubrics, and progress guides (if used), including definition of proficient student performance.

Candidates must collect and submit one or three student formal assessment responses with feedback, depending on whether they are teaching one individual student or a whole class/small learning group. When selecting assessment strategies, candidates should take into consideration how they will deliver, collect, analyze, and provide feedback either through the virtual instruction platform (e.g., Zoom) or other virtual means (e.g., email, Dropbox).

Students aged 3 and older using a virtual instruction platform (e.g., Zoom) to engage in content-specific learning meet the requirement for students to demonstrate use of educational technology.

II. Synchronous Online Setting Scenarios Using Google Education Suite

English

A candidate teaching in a single subject setting could use Google Education Suite to facilitate students in learning about a topic from the required curriculum. For example, an English teacher candidate could use Google Education for teaching the novel *Of Mice and Men*. The teacher candidate could use Google Drawings to create posters on the characters from the novel and allow for brief explanations on the drawings that are submitted through Google Classroom. This application also allows for pictures to be posted on the “poster” to add a visualization of the characters. Students can then be led through a Virtual Gallery Walk with prompting questions as they review their classmates’ posters in Google Drawings. To facilitate reading quizzes to ensure student reading of the chapters, the teacher candidate could use Google Forms to build quizzes that will assess student comprehension.

Single Subject Physical Education

A teacher candidate could use Google Education Suite to record a video of themselves demonstrating aerobic exercises that could then be uploaded to Google Drive for students to watch. After students view and engage with the aerobic exercises video, the teacher candidate could engage with students through Google Hangouts/Chat to answer questions or further demonstrate the aerobic exercises. Students could then create their own aerobic exercises with chosen music in Google Groups. In the following days, students could then choose their own student-developed aerobic exercises to follow. Upon completion of these collaborative teams of aerobic exercise videos, the teacher candidate could evaluate students’ performance videos (products) and record the evaluation (determined by the candidate’s school or district direction for grading, e.g., pass/fail, letter grade) in Google Classroom.

Multiple Subject

A teacher candidate in a third-grade setting could create a set of math problems in Google Docs, such as adding/subtracting whole numbers. The teacher candidate could assign groups of four students through Google Hangouts/Chat. Students could then work collaboratively in Google Hangouts/Chat. Students could solve the problem on the Google Docs worksheet and provide a short written narrative on how to solve each problem. Students could then create a short set of Google Slides for the other groups in the class, small learning group, and/or individual student(s) as a tutorial on adding/subtracting whole numbers. Upon completion of these collaborative Google Slides, the teacher candidate could evaluate students’ performance slide decks (products) and record the evaluation (determined by the candidate’s school or district direction for grading, e.g., pass/fail, letter grade) in Google Classroom.

Google Features

Docs, Sheets, and Slides; Drawings; Jamboard; Hangouts/Chat, Meet; Groups; Vault

Required Technology

Computer, tablet, or smartphone with the capacity to broadcast and receive video/audio; Internet access; Google account: www.google.com

III. Synchronous Online Setting Scenarios Using Zoom

Teacher candidates using Zoom can video record the instructional session, but they must start the video recording at the beginning of the session. During the session, they can also use the built-in whiteboard to collaboratively interact with their students and they can also share other documents that reside on their computer (e.g., PowerPoint presentations, text documents, graphics). Once the online session is complete, the Zoom session can either be downloaded as an MP4 file to their desktop or be saved to the cloud. All chat generated during the session can also be saved. Students who either missed the real-time session or want to review the content will be able to access the session video at a later time.

Single Subject Music

A single subject Music teacher candidate can teach a music lesson using Zoom where they will be able to see, hear, and interact with, in real time, all of the students who are in the online session. In a lesson plan that identifies musical intervals within an octave, the teacher candidate can play a specific interval (e.g., Major 3rd), and their students can write down the name of the interval and show their response to the teacher via Zoom.

Multiple Subject

A multiple subject teacher candidate can teach a math lesson using Zoom where they will be able to see, hear, and interact with, in real time, all of the students who are in the online session. In a lesson plan that identifies place value in the 10s place, the teacher candidate can ask their students and parents/guardians to work together to create manipulatives that would show groups of 10 (e.g., 10 toothpicks held together with a rubber band or 10 beans in a paper cup). Using the toothpicks or beans, students can then show the teacher candidate via Zoom what the number 12 or 15 would look like.

Zoom Features

Online meetings; video webinars; conference rooms; group collaboration (i.e., whiteboard); can share other applications (e.g., Word, Excel, PowerPoint); can call in via phone; chat; save chat; save video/audio recording (to capture audio only, participants must use an external device [e.g., iPhone Voice Memo])

Required Technology

Computer, tablet, or smart phone with the capacity to broadcast and receive video/audio; Internet access; free Zoom account: <https://zoom.us> (host up to 100 participants; 40-minute limit for group meetings [can be extended])

Instructional Cycle 1: Learning About Students with IEPs and Planning Instruction

I. General Overview

Instructional Cycle 1: Learning About Students with IEPs and Planning Instruction directs candidates to learn about their students with IEPs and plan an asset-based lesson that supports identified learning needs. Candidates develop and teach one engaging, content-specific lesson within a school placement (e.g., co-teaching, inclusion, self-contained classrooms, small-group). Candidates determine content-specific learning goals and ELD for English learners (including those who are Fluent English Proficient [reclassified English learners], Heritage language speakers, or multilingual learners), teach and assess student learning, reflect on the effectiveness of their lesson plan, and plan next steps for future student learning.

- Faculty and program instructors are encouraged to embed assignments in courses and clinical practice that give candidates opportunities to practice asset-based lesson planning and to deliver lesson plans that align with the essential questions of the EdSp CalTPA and focus on assets and not on needs. Preparation programs should provide multiple opportunities for candidates to practice video recording and embed assignments that require video recording, analysis, and reflection.
- Candidates may not describe students in a biased or judgmental way. As stated in the preamble to the cycles of assessment, all students can learn, and all students must have access to the core academic curriculum in the least restrictive learning environment.
- Faculty and program instructors should model how to work with a wide array of IEP students, students with an identified disability or multiple-identified disabilities, and/or students who are twice exceptional identified. In addition, faculty and program instructors should model how to work with the 3 focus students of Instructional Cycle 1: English learners (including those who are Fluent English Proficient [reclassified English learners], Heritage language speakers, or multilingual learners) who have an IEP; students with an IEP who have an academic, physical, and/or behavioral goal; and students with an IEP whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and/or whose behavior in class catches your attention. Candidates need a clinical practice/student teaching placement that provides opportunities to teach a broad and diverse range of learners.
- EdSp candidates may teach in a setting where they integrate content from more than one subject area. For example, a candidate may be teaching a lesson that combines both social studies and English content standards. Or a candidate may teach a mathematics lesson that is linked to a biology concept. When content is integrated, the candidate must be careful to articulate and demonstrate their teaching of the grade-

level California Content Standards, Curriculum Frameworks, and/or Core Content Connectors, content-specific pedagogy, and knowledge of the student.

When a candidate chooses to submit an integrated content area lesson plan, the candidate selects either a math or a literacy learning goal, CA ELD Standards (as appropriate), and grade-level California Content Standards, Curriculum Frameworks, and/or Core Content Connectors within the integrated lesson plan. For example, a candidate may submit a literacy lesson plan that includes science learning goals and content standards, while ensuring literacy standards are taught and assessed.

II. Critical Concepts for Instructional Cycle 1

The [CalTPA Glossary](#), also provided at the end of each EdSp CalTPA performance assessment guide, provides detailed definitions for many of the critical concepts and key terms candidates will encounter when preparing the Instructional Cycle 1 submission. The CalTPA Glossary includes selected terms that are critical for candidates to understand in order to successfully demonstrate their capacity to learn about their students and plan asset-based instruction.

Selection of Focus Student 3

Choose a student from your assigned caseload whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and/or whose behavior in class catches your 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. related goal from the IEP of the student
- b. life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support
- c. history of IEP services (how student qualified for services)
- d. prior academic knowledge related to the specific content you plan to teach
- e. prior experience with the functional and/or life skill that you plan to teach, if applicable
- f. 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)
- g. cultural and linguistic resources and funds of knowledge
- h. prior experiences and interests related to the content you plan to teach
- i. developmental considerations (e.g., social-emotional)

- j. assistive technology and/or augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development as appropriate

Preparation programs should provide plenty of examples and opportunities for candidates to learn about how to be aware of and to appropriately address the needs of Focus Student 3 so that the student feels supported, safe, and engaged in the lesson.

Positive, Safe Learning Environment

Candidates sometimes confuse a positive, safe learning environment for a “fun” or unstructured environment, for example giving students complete choice whether or not to participate. Instead, guide candidates to realize that a positive, safe learning environment is a rigorous academic setting and/or structured learning environment, one in which students feel accepted and understood, leading to greater engagement and student learning. A positive, safe learning environment can be accomplished through manipulating physical space; understanding and appropriately connecting with students (e.g., welcoming students, additional instructional personnel, and/or families/guardians to the classroom); incorporating knowledge of students’ assets and interests into lesson planning; and/or learning about students’ neighborhoods, cultures, and languages spoken.

Monitoring Learning of Content

Many candidates have mastered the art of asking a question, eliciting a response from a volunteer student, assuming that everyone “gets it,” and moving on to the next step of the learning task within a lesson. Taking time to assist candidates in fully understanding the range of questioning strategies (e.g., open/closed, probing, paraphrasing, hypothetical, leading, reflective) needed to ensure deep understanding of the content will help candidates support students to meet the learning goals. Providing examples of how to monitor students’ learning of content using the range of questioning strategies and plenty of opportunities to practice trying out these strategies is key.

Establishing Learning Expectations

Candidates should explicitly indicate to students what the learning goals are, why they are relevant, and how students will accomplish those learning goals during a lesson. Preparation programs should encourage candidates to be clear with students about the learning goals and to build in time in every lesson plan to accomplish this task. Successful lessons or activity plans provide clear, achievable learning goals, and students need to know what expectations have been established by the candidate for learning. Establishing clear learning goals can occur at any point during a lesson plan or series of lessons. If a candidate has English learners (including those who are Fluent English Proficient [reclassified English learners], Heritage language speakers, or multilingual learners) in their class, they need to set learning goals for ELD.

III. Instructional Cycle 1 Considerations by Step

Step 1: Plan

Step 1: Plan is an opportunity for candidates, with support from their faculty, cooperating teacher, instructional support personnel, and students' families/guardians, to develop an understanding of students' assets and learning needs. Candidates, often in consultation with the cooperating teacher, select a content/ELD focus and related student activities that are based on the applicable grade-level California Content Standards, Curriculum Frameworks, and/or Core Content Connectors, content-specific pedagogy, and knowledge of the students that would be normal components of the course curriculum of the students.

When designing the lesson plan, candidates are asked to connect learning to previous learning, students' prior knowledge of content as well as clearly define expectations for learning and next steps for the following lesson plan taught. Candidates are encouraged to be as specific as possible when developing learning goals and expectations, which will help in the design of student activities, instructional strategies, and assessments to check for understanding during the one lesson. Candidates who choose to teach an integrated lesson and/or activity for Cycle 1 must remember to emphasize literacy or mathematics. Content standards, learning goals, and checking for understanding need to demonstrate students' engagement with literacy or mathematics. Additional content integrated into the lesson plan, while helpful and engaging for the student, is not the emphasis of Cycle 1.

Measurement Focus for Step 1

Four essential questions and analytic rubrics are used by an assessor to score the evidence of Step 1:

- Rubric 1.1: How does the candidate's proposed grade-level appropriate content-specific learning goal(s) of the lesson connect with prior knowledge and define specific outcomes for students? Based on UDL principles, how do proposed content-specific learning activities, instructional and grouping strategies, and facilitation of instructional support personnel 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 use UDL principles to plan instruction using knowledge of FS1's assets and learning needs to support meaningful engagement with the content-specific learning goal(s) of the lesson and ELD goal(s)?
- Rubric 1.3: How does the candidate use UDL principles to plan instruction using knowledge of FS2's assets and learning needs to support meaningful engagement with the content-specific learning goal(s) of the lesson?
- Rubric 1.4: How does the candidate plan to use UDL principles in instruction using knowledge of FS3's assets and learning needs to support meaningful engagement with the content-specific learning goal(s) of the lesson and address the student's well-being by creating a safe and positive learning environment during or outside of the lesson?

Evidence includes two written narratives: Getting to Know Your Students and Lesson Plan Rationale. Candidates also submit a lesson plan, describing how they facilitate instructional support personnel (include content-specific learning goal[s] and ELD goal[s]) (no more than 10 pages), and up to 8 pages of related instructional resources and materials.

Suggestions for Faculty to Share with Candidates

- Candidates often need guidance on where to find accurate data for students' English learner status, IEP learning goals, or GATE classification. Candidates who struggle to find this information need guidance on how to gather the information through conversations with their cooperating teacher or other instructional support personnel and/or sources at the school educational setting.
- Candidates should select a student from their assigned caseload who is an English learner with an IEP; a student with an IEP and academic, physical, and/or behavioral goal(s); and a student with an IEP and academic/emotional support needs due to life experiences inside or outside of school. Interns may need additional program guidance on how to proceed. Preparation programs need to be proactive in finding clinical practice/student teaching placements for candidates in which the candidate can have supported opportunities to practice with the full range of student learners. All educational settings have students who have a range of assets and learning needs; therefore, identifying three focus students is possible for all settings.
- Candidates in intern placements should be advised of ways in which they can teach integrated lessons if their position does not consist of a math or literacy placement. For example, an intern in an EdSp secondary placement primarily teaching social studies could plan a literacy lesson using social studies as the means by which they teach students to read informational text. Additionally, candidates in intern placements without a dedicated instructional assistant may need guidance on how to apply the broader definition of instructional support personnel used in this program guide.
- Candidates in clinical practice/student teaching placements or candidates in intern placements that utilize co-teaching models may need additional assistance with how to plan and video record in this instructional environment. Villa, Thousand, and Nevin's work (2013) on co-teaching highlights that a key tenet of a co-teaching model is that the students view both teachers as knowledgeable and credible. Preparation programs will need to work with placements to ensure parity in the planning, teaching, and assessing process of co-taught placements.

Focus Students

Focus students represent students who potentially learn, process information, communicate, move, and experience life in unique ways. When learning about and working with focus students, candidates should gather as much background information from the IEP as appropriate to determine the assets and needs of the students with particular focus on how this information may impact the design and presentation of the lesson plan. Information on students' individual academic and/or social-emotional assets and needs is available from the cooperating teacher; from additional instructional support personnel (e.g., general education teachers, co-teachers, paraprofessionals, occupational therapists, speech and language therapists, counselors, administrators, behaviorists); and from families and/or legal guardians.

Step 2: Teach and Assess

Candidates video record the entire lesson. Then candidates select and annotate video clips that illustrate the candidate using specific teaching practices and instructional strategies that address the learning expectations established in the lesson plan from Step 1. Three video clips are to be submitted: (1) creating a positive and safe classroom environment and establishing expectations for content-specific learning; (2) age and/or developmentally appropriate student activities and instructional strategies; and (3) monitoring students' learning of content. It is important to note that when candidates set expectations for learning, they need to set clear expectations related to the learning of the content of the lesson being taught in Cycle 1.

Measurement Focus for Step 2

Two essential questions and analytic rubrics are used by an assessor to score the evidence of Step 2:

- 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) and ELD goal(s)? How does the candidate establish clear expectations for content-specific learning?
- Rubric 1.6: How does the candidate actively engage students in deep learning of content and monitor/informally assess their learning?

Evidence includes three annotated video clips. Each clip can be up to 5 minutes in length (with the exception of ESN Clip 2, which can be up to 7 minutes in length). Each clip must be unedited. Candidates and students must be seen in the video clips.

Suggestions for Faculty to Share with Candidates

- Preparation programs should provide multiple opportunities for candidates to practice video recording and analyze their teaching. Build assignments that require candidates to video record themselves teaching; watch the video, analyze, and reflect on the video; and then write about what they saw in a professional manner.
- Each annotation title must be used at least once throughout the three video clips, though it is not required that all four annotation titles be included in each one of the three clips. Annotations may be used multiple times across the three video clips.
- Annotations must be specific to teaching practice or student(s) that are clearly evidenced in the timestamped segment of the video submitted. The four annotations are Creating a Positive and Safe Learning Environment; Establishing Expectations for Content-Specific Learning; Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher-Order Thinking; and Monitoring Students' Learning of Content.
- Preparation programs should emphasize the importance of writing annotation rationales (for video clips) that address the “what” and the “why” of the timestamp provided.
- Assessors do not watch video beyond the 5-minute mark of the clip (or for ESN Clip 2, the 7-minute mark). If evidence (annotations) is provided after that time, it will not be used to inform the rubric score.
- Edited videos will not be scored; do not include additional titles, music, graphics, or other elements.
- Candidates and students must be seen and heard in the video recordings.

Education Specialist working in a TK–8 setting

Selecting Video Clips: Candidate may submit a video less than 5 minutes (or for ESN Clip 2, 7 minutes), as long as there is clear evidence that each of the elements has been met for the annotations. This is particularly relevant in the early grades (TK–3).

Education Specialist working in a TK–12 content-specific setting

Selecting Video Clips: Introductory material, such as tuning instruments (Music) or body stretching (PE), may be considered “Setting Expectations for Learning” but should not constitute a significant portion of any of the video clips.

Step 3: Reflect

Candidates need opportunities in coursework to practice reflective writing about their teaching. Often candidates write about their teaching at a cursory level and forget to refer to evidence from Steps 1 or 2. For example, a candidate might say, “I was able to use what I learned about my students to develop the lesson plan.” This candidate did not refer to evidence/data or provide clarity on what they learned about the class, the focus students, or teaching the particular content and how these important understandings impacted future instruction. An optimal time for candidates to engage in a peer reflection process may be during preparation for Step 3 when they can read each other’s responses and discuss them in light of the five levels of Rubric 1.7. The preparation program should provide opportunities to practice writing reflections about teaching and student learning. Developing reflective practitioners is a key component of the TPE, and reflection is a step in each of the two instructional cycles of the EdSp CalTPA.

Measurement Focus of Step 3

One essential question and analytic rubric is used by an assessor to score the evidence of Step 3:

- Rubric 1.7: How does the candidate reflect on (**referring to 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 instructional support personnel to analyze how effective the lesson was in supporting the whole class/small learning group and the 3 focus students in meeting the content-specific learning goal(s) and ELD goal(s) and creating a language-rich environment?

Evidence includes one written narrative: Reflection on What You Learned.

Suggestions for Faculty to Share with Candidates

Reflective writing is not merely descriptive. The candidate moves beyond describing or replaying the lesson plan as if it is a script; rather, they revisit and think about what happened in Step 1: Plan and Step 2: Teach and Assess to note and refer to details and emotions, reflect on meaning, examine what went well or revealed a need for additional learning for students or themselves as learners, and relate what transpired to their next steps in teaching this group of students and the three focus students.

Reflective writing addresses questions such as:

- “What did I notice about my students?”
- “What might I have done differently in this lesson plan to meet the needs of my students?”
- “What surprised me?” or
- “What meaning do I make of the outcomes of the lesson plan taught?”

Use the graphic below to share strategies with your candidates for assistance with reflective writing:

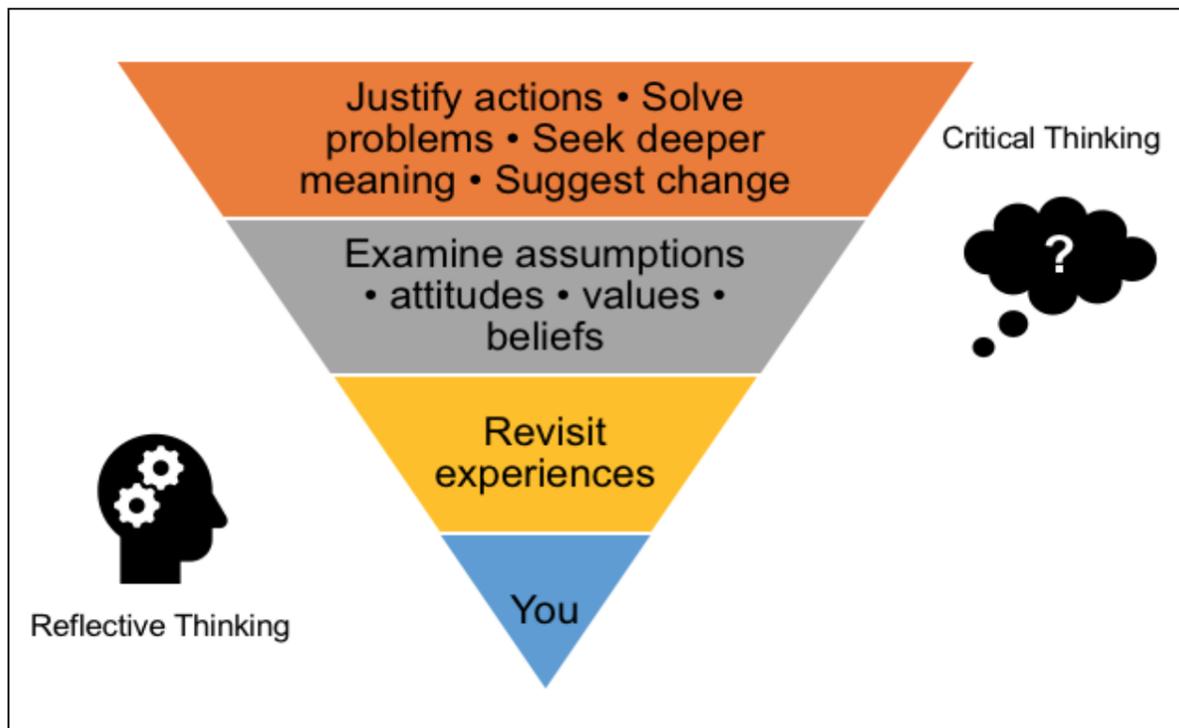


Figure 1: The Thinking Process (adapted from Mezirow 1990, Schon 1987, Brookfield 1987)

Step 4: Apply

Candidates describe how they plan to apply what they have learned from engaging in Steps 1, 2, and/or 3 to strengthen and extend students' understanding of content and academic language development and determine next steps for instruction. Candidates' responses should be directly related to the lesson plan goals and learning expectations, connect to the California Content Standards, Curriculum Frameworks, and/or Core Content Connectors, content-specific pedagogy, and knowledge of the students.

Faculty and program instructors can assist candidates by holding critique sessions during coursework about what next steps are appropriate for a group of learners as they follow a sequence of instruction or as part of the clinical practice debrief that often follows a day of student teaching. Teaching and assessing, while important to learn, is just part of the full cycle of practice. Candidates need to follow the steps of plan, teach and assess, reflect, and apply to fully engage with the teaching process.

Candidates are given the choice to respond to Step 4: Apply prompts in a written narrative or by creating a video recording (up to 6 minutes). It is very compelling to hear a candidate talk about their practice, to describe what they have learned about their students (both the whole

class and focus students) and about their capacity to teach specific content to this group of students.

Measurement Focus of Step 4

One essential question and analytic rubric is used by an assessor to score the evidence of Step 4:

- Rubric 1.8: How will the candidate apply what they have learned about UDL principles in Cycle 1 (**referring to 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 to determine next steps for instruction, including collaboration with **and/or** facilitation of instructional support personnel?

Evidence includes one written narrative: Application of What You Learned OR the candidate can respond verbally to the Step 4 prompts in one up-to-6-minute video recording.

Instructional Cycle 2: Assessment-Driven Instruction for Students with IEPs

I. General Overview

Instructional Cycle 2: Assessment-Driven Instruction for Students with IEPs focuses on how to use multiple types of assessments, analyze results, and provide feedback aligned to the learning goals to the student(s) across a series of lessons following the four steps of plan, teach and assess, reflect, and apply. This cycle requires the candidate to demonstrate expertise in informal assessment, student self-assessment, and formal assessment. The full range of assessments needs to be modeled and practiced in coursework and clinical practice/student teaching to ensure a deep level of candidate understanding of various types of student assessments prior to EdSp CalTPA Cycle 2 completion. Candidates use multiple assessments to understand what their student(s) know and have yet to learn to meet set content-specific learning goals and develop academic language. This understanding, in turn, drives their instructional next steps. In addition, candidates are asked to demonstrate how within the lesson segment they provide the opportunity for the student(s) to use augmentative and alternative communication (AAC) and/or assistive technology, if applicable, and/or educational technology to further content-specific knowledge.

- Candidates may teach in a setting where they integrate content from more than one subject area. For example, a candidate may be teaching in a humanities class that combines both social studies and English content standards. Or a candidate may teach a mathematics lesson that is linked to a biology concept. When content is integrated, the candidate must be careful to articulate and demonstrate their teaching of the California Content Standards or Core Content Connectors in the candidate's primary area (literacy or mathematics).
- For candidates working in a specialized setting in which the student(s) are working on both content and functional skills, candidates may integrate content with functional skills. When content is integrated with functional skills, the candidate must be careful to articulate and demonstrate their teaching of the California Content Standards or Core Content Connectors in the candidate's primary area (literacy or mathematics).

II. Critical Concepts for Instructional Cycle 2

The [CalTPA Glossary](#), also provided at the end of each EdSp CalTPA Performance Assessment Guide, provides detailed definitions for the key concepts candidates encounter when preparing their Cycle 2 submission. Below are selected concepts from the CalTPA Glossary that are helpful to candidates and critical to understand in order to complete Cycle 2.

Learning Segment

A learning segment is a series of related lessons moving toward a common goal, typically a series of lessons that are a part of a larger unit. Candidates are not asked to submit formal lesson plans. Instead they complete the Learning Segment Template, providing the blueprint of three to five lessons and assessments. Candidates need to provide enough detail about ELD, ALD, and accommodations (modifications and/or adaptations) addressed by the IEP for the student(s) with special needs to demonstrate their capacity to plan asset-based instruction and assessments. This is also where candidates provide information about student use of augmentative and alternative communication (AAC) and/or assistive technology, if applicable, and/or educational technology to further content knowledge.

Candidates should strive to go beyond copying and pasting general strategies from one lesson to another lesson in the template. For example, rather than saying “I will provide graphic organizers,” the candidate could specify the type of organizer that would be used for that particular lesson and why.

Candidates will 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) and at least one opportunity for student self-assessment. For integrated content learning submissions for Cycle 2, candidates need to be sure to provide content standards, learning goals, student activities, and assessments for literacy or mathematics. The subject matter content focus must be clearly present across the lessons. If candidates have student(s) who are English learners (including those who are Fluent English Proficient [reclassified English learners], Heritage language speakers, or multilingual learners) in their lessons, they must provide CA ELD standards and goals.

Rubrics for Student Work

For student self-assessment and formal assessment, candidates are required to create content-specific rubrics that are used to consistently score student work and provide meaningful feedback. Candidates should keep in mind that the product, process, or performance per individual student must be assessed using a rubric that provides descriptive, detailed language and illustrates levels of performance related to the learning goals identified in the learning segment. Preparation programs should provide examples and non-examples of content-specific rubrics. Many candidates may not have had prior educational experiences with rubrics as guides to performance expectations. The [Berkeley Center for Teaching and Learning](#) provides descriptions and examples of rubrics.

Rubric

A rubric is 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—for further understanding, please see the rubrics for the EdSp CalTPA). Rubrics may also be used for communicating expectations for performance.

Progress Guides

In addition to rubrics, teachers may use progress guides to help provide specific feedback to the student(s) about an aspect of a rubric. Progress guides are tools for helping the student(s) and teachers determine next steps to be taken to improve the quality of student work or performance. Based on a single criterion from a rubric, a progress guide helps the student(s) and teachers generate differentiated formative feedback. A progress guide is designed to support developmental and linguistic needs of the student(s) in peer assessment and self-assessment tasks.

While submitting only a progress guide does not meet the requirement of having a content-specific rubric, submitting a progress guide with the rubric can help illustrate how a candidate is providing detailed feedback to the student(s) for next steps in their learning process.

Instructional Adaptations

These are instructional moves made during instruction as a result of the candidate's in-the-moment analysis of the student's(s') response to instruction through informal assessment, often called "checking for understanding." Candidates should be encouraged in the video annotations and reflective narratives to reveal their thinking about why adaptations were made during instruction. For example, a video annotation might read, "I noticed that my students were not understanding how I was moving through the process of solving the math equation on the Smartboard. I decided to stop my presentation of how to solve for x in the equation and asked my students to share their ideas for how to solve for x with a partner, because when I called on a student, they were reluctant to offer their answers to the entire class. Sharing first with a partner about how to solve for x in the equation gave every student the opportunity to engage in the question and lowered the stakes, building student confidence."

Student Feedback

Instructional Cycle 2 is focused on a range of types of assessment and how to use multiple measures to guide next steps in the instructional process. It is critical that candidates provide meaningful, rubric-specific feedback to their student(s) based on informal assessment, student self-assessment, and formal assessment. Feedback needs to be more than a grade-level score (A), a percentage (82%), or a checkmark. Candidates need to understand and learn how to provide feedback that is actionable for the student(s): Where is the evidence that the student has met the learning goal? What and why do they need to make changes or revisions to their work product, process, or performance? What are their next steps that will improve the qualities of their product, process, or performance?

Educational Technology

The student(s) need to have the opportunity to use educational technology to further their understanding of content. The candidate may choose from a variety of ways to demonstrate how they are providing the opportunity for the student(s) to use educational technology at any point during their three to five lessons of the learning segment. Candidates who are comfortable with educational technology may demonstrate this by allowing the student(s) to independently choose which educational technology resources may be used to achieve and/or demonstrate content or extend beyond the learning goals set for the lessons. Peer or group work and/or communication and collaboration to generate work is also key, in conjunction with bringing in other students, teachers, and expertise from outside the classroom via digital/virtual tools.

III. Instructional Cycle 2 Considerations by Step

Step 1: Plan

Candidates begin Cycle 2 by providing background information about the student's(s') assets and learning needs and the lessons to establish the context for later steps of the instructional cycle. If the candidate is using the same whole class/small learning group or individual student that they worked with during Cycle 1, they will still need to provide the contextual information, as over time student learning increases, new learning needs may be identified, and students may have been added to the class.

The focus of Cycle 2 varies from Cycle 1, shifting from a focus on planning for the students to planning multiple lessons and administering assessments. Engaging in two cycles of instruction provides the opportunity for candidates to demonstrate the full depth and breadth of their teaching; therefore, the lesson used in Cycle 1 may not be repeated in Cycle 2.

While the Instructional Cycle 2 Performance Assessment Guide states that the learning segment needs to be three to five lessons, the candidate may need guidance when the class schedule varies from the norm. For example, in a block schedule, one block might represent two or more lessons or one lesson. Or if the candidate is in a co-teaching/inclusion environment, they may need guidance on how to work with their co-teacher in order to take the instructional lead for this learning segment. What guides a candidate is who their student(s) are (assets and learning needs) and what content they are teaching. Knowing how to plan a quality lesson with embedded assessments takes practice. Candidates will benefit from having the opportunity to discuss the thinking behind why expert teachers make the choices they do as they plan multiple lessons and assessments for the student(s).

Measurement Focus of Step 1

Two essential questions and analytic rubrics are used by an assessor to score the evidence of Step 1:

- Rubric 2.1: How does the candidate’s learning segment plan provide grade-level appropriate content-specific learning goal(s) and ELD goal(s), if appropriate, assessments, rubrics, and facilitation of instructional support personnel that offer multiple ways for all students to demonstrate knowledge and affirm and validate students’ assets, including strengths, experiences, and backgrounds?
- Rubric 2.2: How does the candidate plan a learning segment in which assessments and rubrics, instructional strategies, and lessons align and build on one another to provide a progression of learning that develops the students’ concepts and skills to achieve the learning goal(s)?

Evidence includes a completed Learning Segment Template (no more than 20 pages); two written narratives: Contextual Information and Assessment Descriptions; description or blank copy of the informal assessment; description or blank copies of both the student self-assessment and corresponding rubric; and description or blank copies of both the formal assessment and corresponding rubric.

Suggestions for Faculty to Share with Candidates

- Candidates must use the Learning Segment Template provided to describe their three to five lessons. Lesson plans are not required for submission.
- Standards referenced must be the [California Content Standards, Curriculum Frameworks](#), and/or [Core Content Connectors](#) and the [California English Language Development Standards \(CA ELD Standards\)](#) as appropriate.
- It is expected that this lesson series will include activities and strategies that leverage the assets and meet the needs of all students in the whole class/small learning group or the individual student; therefore, it is important to provide detailed information in all the applicable Learning Segment Template categories for each lesson.
- The re-teaching or extension activity indicated in Step 4 is not part of the Learning Segment Template and should not be included. The Learning Segment Template plan is developed prior to the lessons being taught and the assessments given. Step 4 comes at the end of the cycle as a re-teaching or extension activity based on what happened in the first three to five lessons.

Planning for Student Use of Educational Technology

Planning for the use of educational technology in the classroom begins by taking note of the various technology options that the school site offers students. Educational technology includes digital and/or virtual tools and resources. Some schools provide a computer or tablet for every student’s use; others may allow students to bring their personal tablets, laptops, or smartphones. Candidates should work with their cooperating teacher to understand any

policies that a district or school site may have established for students that guide the use of digital/virtual tools and resources in addition to use of the Internet.

With the goal of actively engaging the student(s) in deep learning of content and providing opportunities for the student(s) to achieve and/or demonstrate the content-specific learning goal(s), candidates should strive to incorporate educational technology in a meaningful way that is purposefully connected to the learning activities and extends the opportunity to learn content in a digital/virtual manner. Putting a worksheet on a digital/virtual platform is not the intent or goal of this requirement for incorporating educational technology to enhance the learning of content. Instead, candidates need examples of how educational technology can take learning beyond the four walls of a classroom and connect them to a broad set of resources and knowledge. Digital and virtual tools can help put the student(s) in charge of their own learning, allowing for student voice and choice as they collaborate with peers and other experts to transform their learning experiences and enhance their content-specific processes, products, and performances.

The influx of technology into our lives and our classrooms has had a profound impact on the way in which educators approach how they teach and, often, what they teach. When used purposefully, educational technology can be an effective learning tool in education specialist settings. The tools available—computers, tablets, software, smartphones, interactive white boards, document cameras, software and hardware synthesizers, and video and audio recording devices—are generally affordable (or free) and help to transform classrooms from teacher-centered to student-centered learning environments.

Examples of appropriate technology use to further student's(s') content knowledge:

The student(s) can

- create content-specific videos and/or content-specific music videos;
- tour art museums online and compare and contrast exhibitions;
- listen to science podcasts, then create their own scientific podcast;
- use digital tools to create books and zines, workshop photographs, mixed media artwork;
- build websites to host their performances and projects; document their best work over several years of high school.

Informal Assessment or Checking for Understanding

Informal assessment strategies should be well articulated by the candidate. Rather than stating generally, "I'll check for understanding by asking questions," the candidate should provide examples of the types of questions they might ask and how they plan to ensure that the student's(s') learning can be monitored. For example, a candidate could indicate several questions that might be posed to the whole class/small learning group or individual student to gather student responses and ensure equitable opportunity for engagement. Informal

assessments also include observation of the student(s) and documentation of learning; student peer review; student critique; student and group reflections on the qualities of a product, process, or performance; and progress monitoring. Progress guides may be used to provide detailed feedback to a student about next steps for learning.

Preparation programs should model a variety of strategies to check for understanding, such as types of purposeful questions (Elicitation, Divergent, Elaboration, Clarification, Heuristic, and Inventive), white boards, sticky notes, random calling, exit slips, online tools, observing, listening, peer discussion and critique, and/or reflective writing. Candidates need a wealth of ideas of how to determine if the student(s) are reaching expectations for learning. Determining clear expectations for learning ahead of time will assist the candidate to guide and document student learning.

Student Self-Assessment

Student self-assessment is an area in which candidates need explicit support and examples. Many candidates have never engaged in self-assessment in their teaching experiences. Self-assessment refers to a student's ability to assess and monitor their own learning. The candidate needs to provide the student(s) with a tool or strategy to check their learning, rubric descriptions to judge their learning, and ways for them to reflect and move forward in their learning. The student(s) need to know what they know, and what they do not yet know, in order to determine how to meet a learning goal. Candidates must provide the student(s) a self-assessment rubric to guide the student(s) through the self-assessment process. In addition to rubrics, progress guides may be used to provide detailed feedback to a student and/or families/guardians about next steps for learning.

Formal Assessment

Formal assessment may be a product, process, or performance that each student develops or engages in; the assessment needs to measure the learning goals for the lesson series. The candidate needs to develop a clear, multi-step rubric with descriptions that illustrate performance qualities for each level of the rubric. The student(s) should be aware of the formal assessment rubric from the start of the lesson series. Three samples of student work (process, product, or performance) with rubric-specific feedback must be submitted in Step 3; candidates should be encouraged to think about student work when designing the lesson series and formal assessment. Scoring rubrics should be developed to provide detailed, meaningful feedback to the student(s). In addition to rubrics, progress guides may be used to enhance detailed feedback to a student and/or families/guardians about next steps for learning.

Candidates should have the opportunity to review and critique a range of formal assessments and understand why and how these assessments are used to inform instructional planning. Modeling rubric-specific feedback and how to provide this feedback to the student(s) is necessary. Many candidates have experienced assessment as a summative—end of chapter or end of semester—process versus a supported formative experience in which what is expected through a clear rubric is shown prior to the assessment.

Step 2: Teach and Assess

Conduct the Learning Segment, Including Informal and Student Self-Assessments

Since the Teach and Assess step is at the heart of this cycle (five rubrics are used to assess evidence of Step 2), candidates should be encouraged to conduct these lessons within a timeframe that leaves them plenty of time to reflect and adjust, rather than rushing toward an EdSp CalTPA submission deadline to get it all done.

Measurement Focus of Step 2

Five essential questions and analytic rubrics are used by an assessor to score the evidence of Step 2:

- Rubric 2.3: How does the candidate support student development and demonstration of academic language in relation to the grade-level content-specific learning goal(s)?
- Rubric 2.4: How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to use these tools and resources to enhance, improve, **and/or** demonstrate knowledge, skills, **and/or** abilities related to the learning goal(s)?
- Rubric 2.5: How does the candidate use informal assessment to monitor the students' deep learning of content (age **and/or** developmentally appropriate higher-order thinking skills) and adjust instruction to meet the needs of all learners?
- Rubric 2.6: How does the candidate model and engage the students in self-assessment to build their awareness of what they have learned, provide feedback, and support their progress toward meeting grade-level content-specific learning goal(s) and ELD goal(s), if appropriate?
- Rubric 2.7: How does the candidate use results of informal assessment(s) **and/or** student self-assessment to provide actionable feedback to the students about how to improve or revise their work to continue progress toward **and/or** beyond the learning goal(s)? How does the candidate facilitate instructional support personnel to assist students to access content during the lesson **and/or** engage with informal **and/or** student self-assessments?

Evidence includes 4 annotated video clips (each clip may be no more than 5 minutes long), and one written narrative: Analysis of Informal and Student Self-Assessments.

Student Self-Assessment

One challenge for preparation programs is to provide opportunities for candidates to practice the “self-assessment process.” The candidate must be able to

1. develop a student self-assessment and rubric;
2. explain the self-assessment and rubric to the class;

3. have the student(s) engage in the self-assessment using the rubric to guide their own analysis of the quality of their work product, process, or performance, allowing the student(s) to articulate what they know based on the rubric and what they need to learn based on the rubric;
4. if appropriate, use progress guides along with a rubric to provide detailed actionable feedback to the student(s) and/or families/guardians for next steps for learning.

Preparation programs are encouraged to embed ongoing and regular opportunities for candidates to self-assess their progress and then apply the same process with the student(s) they teach. One example might be to use the EdSp CalTPA rubrics to self-assess coursework. Remember, most candidates have not had many opportunities to engage in assessment of their own work. Providing these opportunities in coursework will provide candidates with a working, first-hand knowledge of what the process of rubric-driven self-assessment provides to a learner.

Annotated Video Clips

Candidates can adjust the length of video clips based on the placement setting; however, each video may not be more than 5 minutes.

Candidates need to think carefully about selecting video clips that will best demonstrate their ability to deliver the lessons and analyze their delivery. Consider the following:

- The assessment guide suggests to candidates that they video record all the lessons that are part of the learning segment described in Step 1. This full set of recordings then provides the candidate with the opportunity to carefully choose the clips that most clearly demonstrate the teaching practice. Four video clips with four annotations are required for Step 2.
- Encourage candidates to focus on the content of the video clips rather than the length.
- Both the candidate and the student(s) must be seen and heard in the video clips. It is effective to select video clips that show the student(s) in action with the teacher facilitating. For example, a video clip that shows the student(s) attempting to use the academic language in spoken or written work demonstrates learning more than a video clip of a teacher explaining a technical term and then asking if there are any questions.
- Ask candidates to view their video clips with the rubrics in hand; selections should provide evidence to support the rubric criteria. Five rubrics are used to assess Step 2.
- Each video clip has a specific focus; candidates should be sure that the video clip includes everything requested in the description of practice from the assessment guide.
- Video clips may not be edited (do not include additional titles, music, graphics, or other elements) and must show continuous instruction. For example, a video clip cannot stop and restart, skipping over student transition time from one task to another.

Video Clip 1: In this clip, candidates should demonstrate that their student(s) are engaged with content to develop the vocabulary/terminology (academic language and/or communication development) necessary for the language demands of the lesson.

Video Clip 2: Encourage candidates to select a video clip that shows the student(s) using educational technology to either acquire knowledge, practice skills, or demonstrate mastery of the content-specific learning goals. If students do not have extensive access to technology, then the candidate should find creative ways to encourage its use to the extent possible. For example, students in groups could use cell phones to access an application to answer questions as a review of previously learned knowledge. Candidates could rotate through entering data into a graphing software on one computer.

Video Clip 3: This video clip asks candidates to demonstrate informal assessment of deep learning/age and/or developmentally appropriate higher-order thinking skills. The use of detailed annotations to explain what questions were asked and the feedback provided can be helpful, especially if the audio may be hard to hear.

Video Clip 4: This video clip focuses on two aspects of self-assessment: the individual student(s) assessing their own understanding of the content, and the candidate and/or instructional support personnel providing actionable feedback to the student(s) based on their own self-assessment results.

Video Annotation Guidance

Video annotations provide a glimpse into the candidate's thought processes, in addition to documenting what happened in the timestamp segment of the video. The focus should be on the "what" and the "why." The five annotations are Assessing Student Learning and Development of Academic Language and/or Communication Development, Student(s) Using Educational Technology, Providing Content-Specific Feedback to the Student(s), Assessing Student Learning and Use of Age and/or Developmentally Appropriate Higher-Order Thinking Skills, and Facilitating Instructional Support Personnel to Engage the Student(s) in Learning.

The annotation titles are intended to guide the candidate and the assessor in analyzing the video clips. Annotations must be clearly connected to each timestamp provided. Each annotation category needs to be used at least one time over the course of the four video clips. Each annotation can also be used many times across the four video clips; it all depends on what the candidate wants to highlight/annotate for the assessor. The more specific and reflective the annotation, the better the assessor will be able to understand the candidate's instructional and/or assessment choices. It is important for candidates to show and timestamp where in their recorded practice they are demonstrating an important teaching practice. In addition, candidates should provide evidence in the annotation that explains why they are providing instruction and assessment.

Written Narrative: Analysis of Informal and Student Self-Assessments

For analysis of the informal and student self-assessments, candidates should be encouraged to provide specific examples and full responses. Candidates should engage in aggregating and disaggregating the assessment data and then explaining what the data mean. Candidates should be given many opportunities to practice offering actionable feedback to the student(s) and facilitate instructional support personnel during the lessons and assessments.

Step 3: Reflect

The candidate must be able to analyze the formal assessment data, explain their conclusions, and then discuss next steps for the whole class/small learning group and 3 students or an individual student. Candidates need to practice sharing learning goal assessment data in a chart, table, or other visual display medium.

Measurement Focus for Step 3

One essential question and analytic rubric is used by an assessor to score the evidence of Step 3:

- Rubric 2.8: How does the candidate analyze the **formal assessment** results based on the rubric and identify and describe learning pattern(s) **and/or** trend(s) for the students and determine what was most and least effective about the candidate's instructional approach in relation to the grade-level content-specific learning goal(s)? How does the candidate provide feedback to families **and/or** guardians for the students to support caregivers in understanding the assessment results and the role they will play in supporting student learning beyond the classroom?

Evidence includes formal assessment responses from 3 students or 1 individual student (products, processes, or three recorded performances) with feedback aligned with the learning goal(s) and one written narrative: Analysis of Formal Assessment Results and Reflection for the Student(s).

Suggestions for Faculty to Share with Candidates

- For the whole class/small learning group or for the individual student results template, candidates should provide assessment results that are broken out to align to each lesson segment's learning goals. Prompts related to these results should be answered fully, including examples as necessary.
- The student response(s) need to reflect the qualities of product, process, or performance completed as described by the assessment rubric for the student(s). Scores alone will not be adequate. If performance is the method for the student(s) to demonstrate the learning goal, then candidates should upload and submit one or three video clips of the student performance(s), depending on whether they are teaching one individual student or a whole class/small learning group.

- Candidates need to demonstrate what feedback aligned with the learning goal(s) was provided to the student(s). For example, a score, grade, or checkmark alone on the student work product is not adequate feedback. Candidates, in consultation with the student, can describe next steps for revision or additional learning. Student assessment feedback must be based on the learning goal(s) and detailed enough so that the student understands what and how they can continue to learn. Celebrating student learning is key.

Written Narrative: Analysis of Formal Assessment Results and Reflection for the Student(s)

Candidates report on the content-specific progress of the whole class/small learning group or the individual student on the formal assessment. They analyze the formal assessment results in relation to the content-specific and, if appropriate, ELD learning goal(s) and identify and describe emerging pattern(s) of student errors, skills, and understandings, referring to evidence from the assessment responses. Candidates are asked to describe next instructional steps to meet the content learning and language development needs of the student(s) whose achievement did not yet meet the learning goal(s) on the formal assessment. In addition, they will describe the feedback aligned with the learning goal(s) they will provide to the student(s) and families/guardians.

Step 4: Apply

Either re-teaching or providing an extension activity for the entire class/small learning group or an individual student who did not achieve the learning goal(s) is an important choice to be made in Cycle 2. Re-teaching must be offered in a different way than was originally offered during the learning segment. For example, just saying something again, louder and slower, will not lead to deep understanding. Guidance on how to use a range of instructional methods and student activities to reach all students and provide equal access to the grade-level content-specific knowledge, following sound Universal Design for Learning principles, is key. An extension lesson, because all students have met the learning goals, should also be offered in a new way, encouraging students to advance their learning of content and academic language.

Measurement Focus for Step 4

One essential question and analytic rubric is used by an assessor to score the evidence of Step 4:

- Rubric 2.9: How does the candidate use the analysis of results from the informal assessment(s), student self-assessment(s), and formal assessment(s) to plan and teach a follow-up learning activity and provide a rationale for the activity choice, referring to evidence from student responses and assessment results?

Evidence includes one written narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description, and an annotated video clip of follow-up instruction. The video clip may be no more than 5 minutes long.

Suggestions for Faculty to Share with Candidates

- An extension activity moves the student(s) either toward the next natural step in the curriculum plan or toward an activity related to the lesson segment that broadens or deepens student's(s') grade-level content-specific knowledge or develops academic language and/or communication development. Candidates will need direction on what are appropriate extension activities and how to articulate the connection between the original learning segment and the extension lesson. Just because it is the next step in the curriculum plan is not an adequate response. Why is it an appropriate instructional next step?
- Candidates may have a tendency to “default” toward moving on to the next lesson, given the pressure to stay on track with a curriculum plan. However, they should be encouraged to justify their choice of re-teaching or extension based on the assessment data. Building in time during instruction for the student(s) to self-assess and revise their work is a very important concept, but sometimes it presents a time challenge. Just moving on is often not the appropriate next instructional step.
 - If the activity is re-teaching a concept to the student(s) who did not meet the previous lesson goals, then the candidate should demonstrate that a different approach was used than for the initial lesson from the learning segment. These differences in approach should be pointed out in the video annotation.
 - If the candidate offers an extension activity, the annotation should indicate how the activity extended the learning. Simply assuming that it does extend the learning because it is the next step in the curriculum guide is not adequate. Candidates need to be purposeful in their assessment-driven instructional decisions.

Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description

Candidates use the information gathered from the three types of assessment—informal, student self-assessment, and formal assessment—to plan and teach a follow-up learning activity. This is a new activity in addition to those described in the lesson series in Step 1 on the Learning Segment Template. Candidates are asked to refer to specific examples from their assessment data to justify their conclusions about their next learning activity. They either re-teach the whole class/small learning group or an individual student because the student(s) did not demonstrate that they have met the learning goals OR provide an extension activity because the student(s) have met the learning goals taught and assessed during the three to five lessons.

Concurrent Bilingual Credential Candidate Submissions

Overview

All candidates who are concurrently earning a Bilingual Authorization may complete components of the EdSp CalTPA in the language of instruction. A calibrated assessor fluent in the language of instruction will score the submission. If a calibrated bilingual assessor is not available, two assessors will work together to score the submission (a speaker fluent in the language of instruction and a calibrated EdSp assessor). The candidate is not required to provide any translations or transcriptions. Written narratives, which include analysis of work and reflections, must be submitted primarily in English* by EdSp candidates.

For additional information, please refer to [Bilingual Candidates and the CalTPA](https://www.ctc.ca.gov/educator-prep/tpa-california/bilingual-candidates-and-the-caltpa#:~:text=All%20Multiple%20Subject%20(MS)%20and,instruction%20will%20score%20the%20submission.) ([https://www.ctc.ca.gov/educator-prep/tpa-california/bilingual-candidates-and-the-caltpa#:~:text=All%20Multiple%20Subject%20\(MS\)%20and,instruction%20will%20score%20the%20submission.](https://www.ctc.ca.gov/educator-prep/tpa-california/bilingual-candidates-and-the-caltpa#:~:text=All%20Multiple%20Subject%20(MS)%20and,instruction%20will%20score%20the%20submission.)).

*Primarily in English means that the response is written in English, except when the language of instruction is needed for clarity in the response (e.g., the teacher candidate quotes a student in the language of instruction, refers to the lesson and uses a word from the language of instruction to illustrate the point, or refers to evidence that is in the language of instruction).

Path to Induction

Preparation and induction programs work toward the same goal: to prepare and develop highly effective teachers as quickly as possible. Philosophy and standards at the state level for both preparation programs and induction align closely. Rather than leaving beginning teachers frustrated with duplicative processes, preparation programs and induction programs form a pathway of continuous growth toward teacher excellence. Consider these implications for your continued implementation of the CalTPA and preparation program:

- Preparation programs, Teacher Performance Expectations (TPEs), and the California Standards for the Teaching Profession (CSTP) are closely aligned. As your preparation program focuses on assisting candidates to achieve the TPEs, you can reassure them that the move into induction, employment, and the CSTP will be smooth.
- CalTPA results help pinpoint areas of future growth for your candidates. The CalTPA analytic rubrics provide the candidate and preparation program with more detail about a candidate's strengths and areas of growth. These are additional data that advisors and candidates can use while completing an induction transition plan.
- Induction programs and districts value the Individual Development Plan (IDP). When thoughtfully created, the IDP becomes the basis upon which the newly credentialed teacher continues their professional growth and development through induction and other district-based support.
- The work that you do at the preparation program level—including the CalTPA—pays off for districts, reassuring them that beginning teachers are ready to handle the challenges of 21st-century teaching.

Getting Started: What Program Coordinators Need to Know

I. Staying Connected

EdSp CalTPA Program Updates

EdSp CalTPA Program Updates provide preparation programs with important and timely information about the EdSp CalTPA (e.g., changes to the assessment materials, systems, and policies; important deadlines; upcoming events). These updates are sent periodically via email to EdSp CalTPA Coordinators, Primary Score Report Contacts, and additional contacts as designated by preparation programs through the Accreditation Data System (ADS). Be sure your preparation program contact information is current so that you do not miss any critical updates.

Individuals who are registered and have an ADS account, and are assigned as the Unit Head, Security Delegate or Program Delegate, may add and update their program's teaching and/or administrative performance assessment models and related program coordinator contacts for their institution. Additional information on [How to Add and Update the Performance Assessment Model \(PA\) and Program Contacts](#) is available on the CTC's website.

Professional Services Division News

Professional Services Division (PSD) News is an electronic newsletter distributed by the CTC's PSD on a weekly basis that provides important updates on preparation program standards, accreditation, performance assessments, and exams. [Subscribe to PSD News](#).

EdSp CalTPA Office Hours

EdSp CalTPA Office Hours provide preparation programs with access to live online support. CTC and Pearson staff are available on a weekly basis to answer questions. Any preparation program faculty or staff is welcome to attend. See PSD News for office hour schedules and login access information.

EdSp CalTPA Digging Deeper Webinars

EdSp CalTPA Digging Deeper webinars are live, interactive online sessions focused on various aspects of EdSp CalTPA implementation. Preparation programs are encouraged to participate and share evidence-based practices. Sessions are usually held on Wednesdays. See PSD News for future schedules, topics, and login access information.

EdSp CalTPA Coordinator Workshops

EdSp CalTPA Coordinator Workshops are held annually to provide EdSp CalTPA Coordinators with updates regarding the EdSp CalTPA and credentialing processes, procedures, and

requirements. Dates and locations are announced via *EdSp CalTPA Program Updates* and *PSD News*.

New Coordinator Orientation

Program Coordinators who are new to their performance assessment role are invited to attend this all-day orientation on the EdSp CalTPA structures and processes. Held each fall, they will meet key personnel, learn how to navigate the Evaluation Systems and CTC websites, as well as learn key dates and support offerings.

Deep Dives

Deep Dives are held to provide an in-depth look at the requirements for the EdSp CalTPA. In a Deep Dive, you will examine the Program and Assessment Guides, with a focus on the instructors' and candidates' knowledge base.

Meredith Fellows Implementation Conference

The Meredith Fellows Implementation Conference is held annually to provide preparation program faculty and staff with a forum to discuss implementation findings and explore evidence-based practices to support candidates, cooperating teachers, and supervisors as they engage in the EdSp CalTPA. Compendiums from the 2023 conference are available online. Dates and locations are announced via *EdSp CalTPA Program Updates* and *PSD News*.

California Commission on Teacher Credentialing YouTube Channel

EdSp CalTPA support webinars that have been recorded are posted on the [California Commission on Teacher Credentialing's YouTube Channel](#).

II. Accessing Information and Resources

Commission on Teacher Credentialing Website

The [Commission on Teacher Credentialing website](https://www.ctc.ca.gov/) (<https://www.ctc.ca.gov/>) is the primary source for all preparation program sponsor information, including credentialing, preparation program standards, and accreditation.

California Educator Credentialing Assessments Website

The [California Educator Credentialing Assessments website](#) is the primary source for all California educator credentialing examinations and performance assessment information, including the EdSp CalTPA.

Candidates will visit this website to:

- [Create or sign in](#) to their CTC Assessment account.
Note: Candidates will establish a single account for all of their CTC performance assessments and examinations.
- [Register](#) for each of the EdSp CalTPA Instructional Cycles separately.
- Upload, manage, and submit their EdSp CalTPA Cycles via the Pearson ePortfolio submission system.
- Access their [EdSp CalTPA results](#).
- Seek assistance from [EdSp CalTPA Customer Support](#) for any questions related to EdSp CalTPA registration, submission, and score reporting.
Note: Candidates must initiate their own customer support requests. EdSp CalTPA Customer Support cannot share candidate information or score results with preparation programs.

Assessment Materials

An EdSp CalTPA Overview is available to the general public on the [EdSp CalTPA Assessment Materials web page](#).

Candidates will have direct access to all the respective assessment materials for each EdSp CalTPA Instructional Cycle (i.e., guide, rubrics, templates) through the Pearson ePortfolio submission system once they have registered for a cycle.

Preparation programs may access all EdSp CalTPA assessment materials via the [EdSp CalTPA Faculty Policies and Resources web page](#). The materials are available for download via password-protected zip files under the Assessment Materials section. Only EdSp CalTPA Coordinators are provided with the password. Contact es-spedcaltpa@pearson.com to request the password if you did not receive it or forgot it. Downloaded materials may be shared with faculty, staff, cooperating teachers and supervisors, and candidates via print or secured program platform.

Guides and Tutorials

There are a number of resources available to assist candidates in preparing their submissions, including tips for recording and preparing videos and step-by-step guides and tutorials for navigating the Pearson ePortfolio submission system. These resources can be found on the [EdSp CalTPA Preparation Materials web page](#).

Mid-Range Sample Submissions

When available, sample EdSp CalTPA mid-range submission materials will be available for download via the [California Educator Credentialing Assessments website](#). Only EdSp CalTPA

Coordinators may acquire the website login credentials by contacting es-spedcaltpa@pearson.com. Downloaded materials may be shared with faculty, candidates, cooperating teachers, and supervisors as examples of successful CalTPA submissions via print or secured program platform. Visit the CalTPA Secure Materials section found on the [EdSp CalTPA Faculty Policies and Resources web page](#) to see the terms and conditions for use and to access the sample submissions.

Candidate Score Data

Preparation programs have access to individual candidate registration/submission status and score reports via the Pearson [edReports](#) data portal. In addition, they have access to ResultsAnalyzer®, a tool for filtering and analyzing both individual and aggregated program-level and statewide candidate data. Preparation programs should designate a Primary Score Report Contact who will receive an invitation to set up an account. That individual will then be able to create accounts and manage permission levels for additional faculty and staff. Contact es-spedcaltpa@pearson.com to designate or change your Primary Score Report Contact. (For information on score report formats and schedules, see [Score Reporting](#) below.)

Synchronous Online Setting Guidance

Candidates may complete the EdSp CalTPA in synchronous online settings provided they continue to meet all the requirements specified in the performance assessment guides. This includes the ability to obtain sufficient video evidence to support their submissions. Appropriate permissions must be gathered for online learning. Preparation programs must work with candidates to determine the suitability of the online settings and continue to provide adequate support and supervision. For more information, please see [Guidelines for Completing the EdSp CalTPA in an Online or Hybrid Setting](#).

Other Useful Resources

Links to EdSp CalTPA Program Updates and Digging Deeper webinar recordings, presentation slides and handouts, and other community-developed and curated tools and resources can also be found on the [EdSp CalTPA Faculty Policies and Resources web page](#).

III. Understanding the Rules and Requirements

Rules and Policies

Candidates must follow the Rules of Participation and all other rules, requirements, procedures, and policies as outlined on the [EdSp CalTPA Policies web page](#) and throughout the California Educator Credentialing Assessments website. Failure to adhere to these rules and policies could have severe consequences for candidates that could affect their careers as educators. Preparation program faculty and staff are encouraged to become familiar with these rules and policies in order to help their candidates avoid noncompliance.

Originality Policy

Before submitting the EdSp CalTPA, teacher candidates must agree to the EdSp CalTPA Candidate Attestations, including:

- I am the person who has completed and will submit the assessment materials.
- The video clip(s) included show me teaching the students/class during the learning segment profiled in this submission.
- I am sole author of the submission, including written and video narratives, completed templates, video clips of classroom instruction, and/or other evidence.

See the [complete attestations](#).

All candidate written submissions are automatically scanned by software that examines the materials for originality.

Submission Requirements

Candidate responses must meet all specified EdSp CalTPA Submission Requirements as outlined on the [EdSp CalTPA Assessment Policies web page](#).

Failure to meet one or more submission requirements could result in a submission being deemed unscorable, in which case the candidate will receive a score report marked incomplete with one or more condition codes indicating the requirement(s) that were not met. If this occurs, the candidate will need to retake the cycle. (For information on retaking a cycle, see [Retakes](#) below.)

Video Guidelines

Candidates must follow all video guidelines, including securing permissions for all individuals who appear in the video recordings and protecting their privacy by not posting videos on public websites. Complete *Candidate Guidelines for Confidentiality of Video Recordings* can be found on the [EdSp CalTPA Assessment Policies web page](#).

Preparation program faculty and staff must also take similar precautions with candidate video recordings. Complete *Faculty Guidelines for Confidentiality of Video Recordings* can be found on the [EdSp CalTPA Faculty Policies and Resources web page](#).

EdSp CalTPA Materials

The CTC owns all materials, including candidate submissions and data collected in relation to the EdSp CalTPA. If a candidate wants to retain a copy of submitted materials and share with support providers based on appropriate permissions, the files should be saved outside of the CalTPA site prior to submission. Once EdSp CalTPA materials are uploaded and submitted for scoring, they cannot be returned to candidates or preparation programs.

EdSp CalTPA materials and assessment results are stored on secured systems using industry-standard encryption protocols, and access is limited to authorized users. The standard retention period for EdSp CalTPA submission materials is four years. Candidate performance results are retained indefinitely. For more information on EdSp CalTPA material retention, security, and authorized access, see *Confidentiality and Security of Candidate Materials and Assessment Data* on the [EdSp CalTPA Assessment Policies web page](#).

IV. Registration and Scoring Information

Assessment Fees

Candidates must pay the EdSp CalTPA assessment fees at the time of registration using a credit card or pre-paid voucher (see [Purchasing Vouchers](#) below). Registrations are valid for one year. Refunds are available within the one-year validity period provided the cycle has not been submitted for scoring. For current assessment fees and more information on expiration, withdrawal, and refunds, see the [EdSp CalTPA Fees, Payment Information, and Refund Policy web page](#).

Requesting Alternative Arrangements and/or Accommodations

EdSp CalTPA candidates may submit a request for alternative arrangements and/or accommodations due to the following:

- a diagnosed disability
- placement in a setting that prohibits video recording

For information on the required documentation and how to make a request, please visit the [EdSp CalTPA website](#).

Passing Standard

Candidates must meet a minimum passing standard on each of the two EdSp CalTPA Instructional Cycles, Math and Literacy, to successfully meet the EdSp CalTPA requirement. The current passing standard is listed on the [EdSp CalTPA home page](#). Preparation program staff must support candidates who do not meet the passing standard on one or more of the EdSp CalTPA cycles to prepare them to revise and/or redo the cycle(s) prior to resubmitting to be scored.

Secondary Passing Standard

The California Commission on Teacher Credentialing has approved a secondary passing standard at its December 2023 meeting for the following performance assessments: CalTPA, EdSp CalTPA, and edTPA. [See PSA-24-02](#)  for more information about the secondary passing standard.

Assessor Qualifications

EdSp CalTPA pilot assessors are California education professionals with expertise in the content area assigned to score. Assessors must complete the requisite training, meet the established calibration standards, and meet both of the following requirements in order to score candidate submissions:

Requirement #1

- Be a current (or retired within 3 years) California Education Specialist in one (1) or more of the following capacities:
 - University/program educator providing instruction to education specialist candidates within a CTC-accredited teacher preparation program
 - Field supervisor
 - Cooperating teacher
 - Education Specialist
 - Birth-22 administrator (e.g., principal, assistant principal, director)

Requirement #2

- Have expertise in the content area assigned to score in one (1) or more of the following ways:
 - Hold a current California Level II Education Specialist Instruction Credential/Clear Education Specialist Teaching Credential, or added authorization (e.g., Early Childhood Special Education)
 - National Board Certified Teacher (NBCT) in Special Education
 - Have university teaching experience in the specialty content area
 - Hold a degree in Special Education

For more information about assessor qualification and/or to apply to be an assessor, please see the [EdSp CalTPA Faculty Policies and Resources web page](https://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_Faculty_CalTPAEdSp.html) (https://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_Faculty_CalTPAEdSp.html).

Scoring and Quality Management

EdSp CalTPA submissions are scored, as needed, by up to three assessors. Scorers are thoroughly trained and specialize in one of the cycles and its rubrics. In order to score candidate submissions, assessors must complete the requisite training, which includes detailed discussions on the scoring system, how to score rubrics, and bias prevention. Scorers must meet a calibration standard prior to scoring any candidate submissions. Scoring quality is monitored on an ongoing basis, including use of the following metrics to monitor ongoing assessor calibration:

- Inter-rater reliability — agreement rates between assessors on double-scored submissions
- Validity submissions — pre-scored submissions sent out to the assessor pool. Assessors are not aware that they are scoring a validity submission (i.e., blind scoring). Performance on validity submissions is monitored on an ongoing basis, and assessors who do not meet the established agreement rates are flagged for additional review.
- Backreading — supervisors and lead assessors monitor and read-behind assessors as submissions are scored. Supervisors and lead assessors intervene and remediate assessors on any areas needing recalibration.

Score Reporting

EdSp CalTPA scores are reported three weeks after each submission deadline. The current *EdSp CalTPA Submission and Reporting Dates* schedule is listed on the [EdSp CalTPA home page](#).

Candidates receive an individual *Assessment Results Report* for each EdSp CalTPA instructional cycle submission. The report will include a *Rubric Performance Summary* showing both individual rubric scores with corresponding performance descriptions and the overall cycle score. It will also include a *Cycle Performance Summary* showing the status and reporting date for all submitted and scored cycles and the candidate's overall status toward meeting the EdSp CalTPA requirement.

Preparation programs receive Institutional Data Reports showing individual candidate results and progress toward overall assessment requirements for all candidates who submitted one or more cycles for the reporting date. These reports are delivered through the Pearson [edReports](#) data portal. (For information on edReports, see [Candidate Score Data](#) above.)

Administrative Review

During official scoring, candidate submissions are screened for originality. Submissions are identified for administrative review if screening indicates a match of identical or similar language with other sources. In the event that the administrative review process is not complete by the scheduled reporting date, the results associated with a submission under investigation will be held until the review is complete. To protect the privacy of the candidate

and the integrity of the results reporting process, detailed information about the basis for the administrative review is not available to candidates or programs during this time. For more information on Administrative Review, see the [EdSp CalTPA Score Reporting Policies web page](#).

Voided Results

A candidate's EdSp CalTPA results may be voided if it is determined that the candidate violated any of the *Rules of Participation* or if there is adequate reason to question the validity or legitimacy of their registration or assessment results. For more information, see *Canceling or Voiding of Assessment Results* on the [EdSp CalTPA Score Reporting Policies web page](#).

Retakes

Candidates may need to retake a cycle for a variety of reasons (e.g., the performance standard was not met, a condition code was received, previous results were voided). When a cycle is retaken, the candidate must re-register, pay all applicable fees, and complete and upload a new submission for scoring. The new submission is scored in its entirety without reference to the previously submitted assessment materials. In most cases, retakes must include new evidence that has not previously been submitted for scoring. However, revised or edited versions of previously submitted materials may be part of the retake submission. For more information on retakes and conditions for resubmitting materials, see the EdSp CalTPA Retake Policy on the [EdSp CalTPA Registration Policies web page](#).

Purchasing Vouchers

EdSp CalTPA [vouchers](#) (http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_PurchasingVouchers.html) are available for purchase by programs in \$150 increments, which equals the registration fee for one EdSp CalTPA instructional cycle. Candidates will require two vouchers to register for both cycles.

To order vouchers:

- Complete the EdSp CalTPA Voucher Request Form, indicating the number of vouchers you wish to purchase.
- Attach a check or purchase order payable to Evaluation Systems for the total cost of purchase.
- Submit your completed voucher request form and payment.
 - If you are submitting a check, mail your completed voucher request form and check to:
Attn: EdSp CalTPA
Evaluation Systems, Pearson
300 Venture Way
Hadley, MA 01035

- If you are submitting a purchase order, email your completed voucher request form and purchase order to estestvoucher@pearson.com, or you may fax your completed voucher request form and purchase order to 413-256-7058.

About EdSp CalTPA vouchers:

- Vouchers will be sent via secure encrypted email to the requester, within 2 weeks after receipt of a completed voucher request form and payment.
- Vouchers are only valid for use as a form of payment when registering for the EdSp CalTPA on the [California Educator Credentialing Assessments website](#).
- Vouchers will be valid for a period of 12 months from the date they are generated.
- Vouchers cannot be applied retroactively to existing registrations. Candidates who are planning to use vouchers should not register prior to receiving their vouchers.

Program coordinators may contact estestvoucher@pearson.com with questions pertaining to vouchers.

Voucher Distribution

Vouchers are distributed to preparation programs in the form of 11-digit alphanumeric codes. Programs are responsible for establishing their own systems for distributing and tracking these codes among their candidates.

Three of the most common issues candidates encounter when using vouchers are:

- Invalid voucher code: Typically occurs when a candidate mistypes his/her code or the program distributed an incorrect code
- Used voucher: Typically occurs when a candidate tries to use the same code more than once or the program issued the same code to more than one candidate
- Expired voucher: Occurs when a code has not been used within the allotted 12-month period (see [Voucher Expiration](#) below)

Candidates may contact Customer Support at 866-613-3279 for assistance with voucher codes; however, in most cases these issues may need to be resolved at the program level.

Voucher Expiration

Vouchers that have expired unused will be replaced by Pearson upon request as a one-time courtesy and sent to the institution after the original voucher expiration date. Therefore, no refund or credit is available to the institution for expired vouchers. Vouchers are single-use vouchers, valid for one registration up to the maximum voucher amount. Vouchers that are issued to a candidate and are used by a candidate to register and pay for the assessment fee are not refundable to the institution or to the candidate.

Candidate Pre-Submission Preparedness

The EdSp CalTPA Coordinator or designee should run a registration report to verify that all candidates have registered for the appropriate EdSp CalTPA instructional cycle and credential area of emphasis. This ensures the candidate submits the correct cycle and subject area and minimizes condition codes.

The EdSp CalTPA Coordinator or faculty verifies the candidate has completed all of the required elements before the candidate submits their final materials.

CalTPA Glossary

This glossary contains terms used throughout the California Commission on Teacher Credentialing's Performance Assessments.

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).⁵ 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.

⁵ <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.⁶ 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. **For EdSp only, this term is intended to include the Core Content Connectors and the Expanded Core Curriculum for Students with Visual Impairments:** If the students access an alternate curriculum that makes them eligible for the California Alternate Assessments (CAA), you may use the Core Content Connectors instead of the CA Common Core State Standards. Core Content Connectors “are content bridges between the state content standards and learning progression pathways through the K-12 grade-level curriculum. The language of the content standard is in almost all cases retained to maintain a close grade-level connection.”⁷

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.⁸

California Preschool Curriculum Frameworks.⁹ 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

⁶ 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>

Core Content Connectors: Reading

(<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fta%2Ftg%2Fca%2Fdocuments%2Fncscreading.doc&wdOrigin=BROWSELINK>)

Core Content Connectors: Writing

(<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fta%2Ftg%2Fca%2Fdocuments%2Fncscwriting.doc&wdOrigin=BROWSELINK>)

Core Content Connectors: Mathematics

(<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fta%2Ftg%2Fca%2Fdocuments%2Fncscmath.doc&wdOrigin=BROWSELINK>)

⁷ NCSC’s Content Model for Grade-Aligned Instruction and Assessment: “The Same Curriculum for All Students” (NCSC Brief #7) (<http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief7.pdf>)

⁸ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

⁹ <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

engage children in learning; and individualize curriculum based on children’s knowledge, skills, needs, and interests.

California Preschool Learning Foundations.¹⁰ 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.

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).¹¹ 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.¹²

¹⁰ <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

¹¹ <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0>

¹² <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

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.

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.”](#)¹³

Deficit thinking. Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.¹⁴ 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.”¹⁵

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.

¹³ 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.

¹⁴ Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

¹⁵ Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

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.¹⁶

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

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

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.¹⁷

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 TPEs¹⁸ 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

¹⁶ ELA/ELD Framework, 2014

¹⁷ Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) <https://sites.ed.gov/idea/regs/b/a/300.8>

¹⁸ https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45

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 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.”¹⁹ 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).²⁰ A specialized curriculum for students who are blind or visually impaired encompassing nine content areas: compensatory skills and functional academics, orientation and mobility, social 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

¹⁹ <https://www.cde.ca.gov/sp/se/sr/taskforce2015-evidence.asp>

²⁰ 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>

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).²¹ 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

²¹ 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.

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.

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)²² 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).²³

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;

²² <https://my.vanderbilt.edu/spedteacherresources/high-leverage-practices-in-special-education/>

²³ <https://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

student and group reflection on the qualities of their own product, process, or performance; homework; “do nows”; exit slips).

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.²⁴ 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.²⁵

Interpretive. Relating to comprehension and analysis of written and spoken texts.²⁶

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.

²⁴ Source: <https://iris.peabody.vanderbilt.edu/>

²⁵ ELA/ELD Framework, 2014

²⁶ <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

Maps. Types of visual/graphic organizers that are used to help students organize and represent knowledge of a subject. *Concept maps, for example,* begin with a main idea (or *concept*) and then branch out to show how that main idea can be broken down into specific topics. *Story maps* help students learn the elements of a book or story by identifying story characters, plot, setting, problem, and solution.

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.²⁷

Multi-Tiered System of Support (MTSS). California’s Multi-Tiered System of Support (CA MTSS) is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment thus closing the equity gaps for all students. By embracing the Whole Child approach to teaching and learning, grounded in Universal Design for Learning (UDL), and Culturally Responsive Teaching (CRT), and utilizing Implementation Science and Improvement Science for continuous improvement, the California MTSS framework lays the foundation for the statewide system of support.

They have also moved from Tier 1, 2, 3 to a Continuum of Supports: All Students—Universal Support, Some Students—Supplemental Support, and Few Students—Intensified Support.

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

²⁷ Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (c) (7) <https://sites.ed.gov/idea/regs/b/a/300.8>

determine the need for further instruction. All activities in the community support post-secondary education, employment, life skills, and independent living goals.²⁸

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.

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. Reclassification²⁹ 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.

²⁸ Source: <https://iris.peabody.vanderbilt.edu/>

²⁹ <https://www.cde.ca.gov/sp/ml/reclassification.asp>

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 support³⁰ that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

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 students³¹ 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.

³⁰ <https://www.edglossary.org/academic-support/>

³¹ 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/

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 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).³²

Universal Design for Learning (UDL).³³ 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

³² National Association for Gifted Children
<https://nagc.org/store/viewproduct.aspx?id=21022626&hhSearchTerms=%22twice+and+exceptional+and+students%22>

³³ <https://udlguidelines.cast.org>

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.