



Education Specialist **CalTPA**  
California Teaching  
Performance Assessment

# Performance Assessment Guide

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



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Mild to Moderate Support Needs Directions and Rubrics, **Version 01.0**

## Preamble to the California Teaching Performance Expectations (TPEs)

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

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

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

All information about the CalTPA program can be found on the [California Educator Credentialing Assessments website](#). The website includes assessment information, registration and registration support, information on requesting reasonable accommodations for alternative testing arrangements, information for concurrent bilingual candidates who are in a placement where a language other than English is exclusively used for instruction or who are in a placement where both English and another language are used for instruction, and preparation materials including instructions on using the Pearson ePortfolio system and video annotation tool. For technical questions related to Cycle 2, see the [Contact Us](#) page on the California Educator Credentialing Assessments website.

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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.

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## Introduction

In 2015, the Statewide Task Force was formed to examine California’s complex systems for serving students with [disabilities](#) and forwarded recommendations to the State Board of Education, the Commission on Teacher Credentialing, and the California Department of Education for consideration. The content of the report [One System: Reforming Education to Serve ALL Students](#) outlines how to improve outcomes and services at the local, state, and federal levels.

At its February 2018 meeting, the California Commission on Teacher Credentialing adopted a [revised credential structure for the Education Specialist teaching credentials](#). The new credential structure includes five preliminary teaching credentials.

One of the important outcomes in the Commission’s reform work in both special education and general education over the past several years is the development of a common or universal set of [Teaching Performance Expectations \(TPEs\)](#) that are met by both general education and education specialist candidates. **These universal TPEs establish a common foundation for all teachers, based on the concept that all teachers are teachers of all students, that all students are general education students first, and that all students need intervention at different points in their academic career.**

The Commission’s goal in establishing universal TPEs was to ensure that all teachers learn the fundamentals of teaching, ideally in common coursework that allows for collaboration across credential types, and then each candidate specializes in the content of their particular credential area. Each of the five credential areas of emphasis have their own [Teaching Performance Expectations](#) for education specialist credential candidates. The development of the Education Specialist CalTPA (EdSp CalTPA) has taken place against the backdrop of these significant changes in the framing of teacher preparation across this range of credentials.

The table on the following page lists the five education specialist credentials for the EdSp CalTPA offered in California.

## EdSp CalTPA: Education Specialist Credentials

Specialist Credential	Student Age/Grade Range	Authorization
<b>Mild to moderate support needs (MMSN)</b>	Transitional kindergarten, kindergarten, grades 1–12 through age 22, and classes organized primarily for adults	Authorizes the holder to provide instruction and special education support to students with mild to moderate support needs related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury
<b>Extensive support needs (ESN)</b>	Transitional kindergarten, kindergarten, grades 1–12 through age 22, and classes organized primarily for adults	Authorizes the holder to provide instruction and special education support to students with extensive support needs related to one or more of the following disabilities: autism, deafblind, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury
<b>Early childhood special education (ECSE)</b>	Birth through kindergarten	Authorizes the holder to provide instruction and special education support to students who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition
<b>Deaf and hard of hearing (DHH)</b>	Birth through age 22 and classes organized primarily for adults	Authorizes the holder to provide instruction and special education support to students with a primary or secondary disability of deaf or hard-of-hearing or deafblind, and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy
<b>Visual impairments (VI)</b>	Birth through age 22 and classes organized primarily for adults	Authorizes the holder to provide instruction and special education support to students with a primary or secondary disability of visual impairment including blind and deafblind, with autism

Depending on the authorization statements identified above, Education Specialists may learn to support students from birth to age 22. Preliminary education specialist programs will provide learning and assessment opportunities for candidates to learn about birth to 2-year-old students and for specialized settings that are not appropriate for video recording (e.g., private homes, hospitals).

To complete Instructional Cycle 2, EdSp CalTPA MMSN candidates are required to

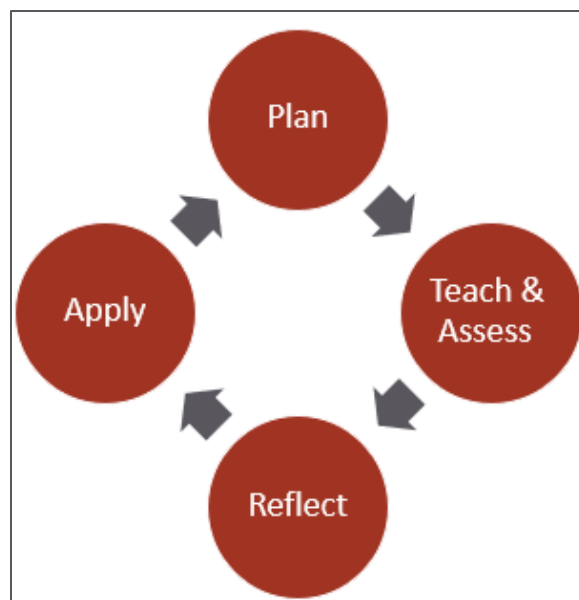
- provide instruction and [assessment](#) to students aged 3 and older and
- teach one set of lessons to a minimum of 3 students with [IEPs](#) in a whole [class](#)/small learning group.

## Overview

Instructional Cycle 2 represents a complete teaching cycle (*plan, teach and assess, reflect, and apply*). This cycle emphasizes the interaction among the students' [IEPs](#),<sup>1</sup> grade-level standards, [assessment](#), and instructional decision making. An Individual Education Plan (IEP) establishes the [learning goals](#) for a student. While *standards* describe what students are expected to know, understand, and be able to do, *assessment* is the ongoing process of gathering evidence from multiple sources to determine what each student knows, understands, and can demonstrate. Assessment results are then used to improve instruction and provide meaningful feedback to families and/or guardians.

Effective assessment will evaluate a student's academic progress but may also include measures that examine other aspects of educational development. Assessments should provide valid, reliable, and fair data to support high-quality teaching and lessons for teachers as well as [instructional support personnel](#), students, and families and/or guardians. Assessments help teachers and instructional support personnel make informed decisions about

which curricular goals or strategies need to be strengthened, how instructional strategies can be adapted or expanded depending on what students are understanding or misunderstanding during instruction, and whether a particular sequence of instruction has been successful. (For additional information on assessment, refer to the [California Department of Education Special Education Division website](#).)



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



In this cycle, you will provide feedback to your students and their families and/or guardians about their content-specific academic [performance\(s\)](#) based on classroom [informal assessment](#), [student self-assessment](#), and [formal assessment](#) results.

Cycle 2 focuses on assessments conducted in a classroom (push-in, [co-teaching](#), inclusion, self-contained classrooms, and small group pull out) or [non-classroom](#) instructional content during your three to five lessons to inform instructional planning. While useful for informing IEP development, diagnostic assessments, such as Woodcock Johnson IV and the Brigance, are not the focus for the Education Specialist CalTPA.

- ❖ **Informal assessment** refers to observing and documenting student learning and adjusting instruction to provide in-the-moment feedback to the students while teaching. Informal assessments may involve a range of strategies, for example:
  - purposeful questions to check for understanding during the lesson
  - [observation](#) notes taken by the teacher and/or instructional support personnel while the students are engaged in lessons
  - student peer review and critique
  - student and group reflections on the qualities of product, process, or performance
  - student-created representations of learning (written work, visuals, graphics, models, products, performances, homework, warm-up activities, exit slips)
- ❖ **Student self-assessment** refers to a student critiquing their own learning, based on the student self-assessment [rubric](#), and objectively reflecting on and critically evaluating their progress and academic development in the content area.
- ❖ **Formal assessment** refers to collecting and analyzing the student assessment results to provide information about the students' current levels of achievement or performance after a period of content-based learning has occurred in the classroom. Results of formal assessment are used to plan further instruction and provide detailed feedback to the students to direct growth and development based on the grade-level [content-specific learning goal\(s\)](#) of the instruction. Formal assessments use a rubric that is shared with the students prior to the assessment to gauge and evaluate student achievement or demonstrated performance. A formal assessment requires the students to demonstrate the extent to which they have gained specific content knowledge, skills, abilities, and/or competencies through a product, process, or performance.

The EdSp CalTPA is grounded in [asset](#)-based instruction and [Universal Design for Learning \(UDL\)](#) theory and practice as it relates to curriculum and instruction. [UDL](#) is an educational framework based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments to address individual learning differences.

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

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

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

Instructional Cycle 2 includes four specific steps to be completed in order: plan, teach and assess, reflect, then apply.

❖ **Step 1: Plan.** Using the Learning Segment Template, develop a plan for a series of **three to five** grade-level content-specific (must be either literacy or mathematics) lessons that occur over multiple days and support the IEP goals, the [academic language development](#) needs of your students, including student use of [educational technology](#) and, if applicable, augmentative and alternative communication (AAC) and/or [assistive technology](#). You may integrate other subjects as well as functional and/or life skills into the literacy or mathematics lesson. Although your sequence of **three to five** lessons may be part of a longer unit of instruction, your sequence should have a clear starting point and ending point related to a particular content-specific learning goal(s).\* Use what you know about your students' assets and learning needs, IEP goals, and learning context to plan and teach your lessons based on grade-level [California Content Standards and/or Curriculum Frameworks](#) and [California English Language Development Standards \(CA ELD Standards\)](#)\*\* if appropriate, using the [content-specific pedagogy](#) of your discipline.\*\*\*

\*Learning goal(s) refer to 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. Learning goals may include both content-specific goals as well as [English language development \(ELD\) goals](#).

\*\*You **must** use current grade-level California Content Standards and/or Curriculum Frameworks and current California English Language Development Standards (CA ELD Standards) if appropriate.

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

\*\*\*You **must** demonstrate either literacy or mathematics instruction.

Planned lessons should encourage the students to engage in [age and/or developmentally appropriate higher-order thinking skills](#) (analysis, synthesis, evaluation, interpretation, [transfer/generalization](#)) as they develop a deep understanding of the content and academic language. The formal assessment must allow the students to demonstrate their understanding of the content through the development of a product, participation in a process, or delivery of a performance. You will use a rubric to assess the qualities of the student work (product, process, or recorded performance) and share the results of your analysis with students and their families and/or guardians through detailed feedback that they will use to advance their learning. You will submit blank copies and/or a description of the informal assessment as well as the formal and student self-assessments with corresponding rubrics, and your completed Learning Segment Template, in addition to contextual information and assessment descriptions.

❖ **Step 2: Teach and Assess.** Video record all instruction and assessment activities and strategies **as you teach** the lessons of your learning segment. Select and submit unedited clips that show both you and your students engaged in the assessment strategies embedded in instruction. You will write [annotations](#) for your video clips that provide a description of **what** you are doing and the rationale for **why** you are doing it for the following:

- assessing student learning and development of academic language
- students using educational technology
- providing content-specific feedback to the students
- assessing student learning and use of age and/or developmentally appropriate higher-order thinking skills
- facilitating instructional support personnel to engage students in learning

In addition to the annotated video clips, you will submit an analysis of the informal and student self-assessments.

- ❖ **Step 3: Reflect.** For the formal assessment, analyze student product, process, or recorded performance using a rubric that measures student performance of the learning goal(s). In addition, reflect on how this assessment data could provide important considerations for both current and future IEP goals. Using the table provided in the template, summarize student results on the formal assessment for the whole [class](#)/small learning group. You will submit 3 individual student formal assessment responses (product, process, or recorded performance\*) and your rubric-based feedback, representing a student who exceeded the learning goal(s), one who met the learning goal(s), and one who has not yet met the learning goal(s).

\*Formal assessment responses that are performance-based should be captured and submitted as video or audio recordings.

Reflect on what you discovered about student learning and academic progress based on your analysis of informal and formal assessments, including student self-assessment results. Describe what was most and least effective about your teaching and assessment, as well as a goal for increasing your instructional effectiveness. In addition, you will provide information on how you will share these results with the students' families and/or guardians to support progress toward IEP goals and objectives.

- ❖ **Step 4: Apply.** Based on your analysis of all three types of assessment results, determine if you will teach to the whole class/small learning group:
  - a. **a re-teaching activity** with a new instructional approach for the students who did not meet the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, of the instruction
  - OR**
  - b. **an extension activity** that builds on what your students demonstrated that they learned by meeting or exceeding the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, of the instruction.

Describe your plan for the re-teaching or extension activity. Video record the re-teaching or extension activity, and submit one video clip that demonstrates how you adjusted or built on your instruction.

**Education Specialist candidates must demonstrate both standards-based literacy and mathematics instruction within the Education Specialist CalTPA.** Candidates may take one of these two approaches:

- Focus Cycle 1 on one of the two disciplines (literacy or mathematics), and focus Cycle 2 on the discipline that was not addressed in Cycle 1.

**OR**

- Focus one cycle on literacy with the integration of another content area(s), and focus the other cycle on mathematics with the integration of another content area(s). Each cycle requires standards-based learning goals and instruction focused on literacy or mathematics as well as in the other content area(s) and ELD. **Integration of content as well as functional and/or life skills can occur in one or both cycles.**

Your Cycle 1 lesson must not be repeated/used in Cycle 2.

**Please note that if you do not submit both a literacy-focused cycle and a mathematics-focused cycle, you will not meet the requirement for passing the EdSp CalTPA.** In this case, you will need to retake the EdSp CalTPA.

## Content-Specific Pedagogy

The statements included in this section were drawn from the [California Teaching Performance Expectations \(TPEs\)](#) and informed by California subject matter experts as key [pedagogy](#) for new multiple subject, single subject, and education specialist teachers to know and be able to demonstrate upon entering the profession.

### Pedagogical Focus: Literacy

Planning, instruction, assessment, reflection, and/or application provide attention to literacy concepts and principles through the following:

- creating an environment where the students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts
- developing oral communication and interpersonal skills

## **Pedagogical Focus: Mathematics**

Planning, instruction, assessment, reflection, and/or application provide attention to mathematics concepts and principles through the following:

- engaging the students in the Standards for Mathematical Practice (e.g., making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, looking for and expressing regularity in repeated reasoning)
- helping the students develop the knowledge, skills, and academic language development to appropriately (a) use processes of problem solving, reasoning and proof, communication, representation, and connections in real-world situations, and (b) apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and [productive disposition](#)

**Functional and/or life skills can be integrated into the required literacy and/or mathematics lesson.** For more information, please visit [Common Core State Standards: Implications for Students with Disabilities](#).

## Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 1: Plan</b> (templates provided)</p>	<ul style="list-style-type: none"> <li>• Provide contextual information about the whole class/small learning group you are teaching within a <a href="#">classroom</a>/non-classroom context.</li> <li>• Develop a plan for a series of three to five lessons (in either literacy or mathematics), and complete the Learning Segment Template that includes:               <ol style="list-style-type: none"> <li>1. grade-level California Content Standards and/or Curriculum Frameworks</li> <li>2. California English Language Development (ELD) Standards, if appropriate</li> <li>3. Grade-level content-specific learning goal(s) and ELD goal(s), if appropriate</li> <li>4. evidence and description of assessments of learning (classroom-based informal assessment, student self-assessment, and formal assessment)</li> <li>5. how each lesson links to where the students are currently and/or builds on prior learning and previous lessons</li> <li>6. lesson activities, including how you and your students will use educational technology and, if applicable, augmentative and alternative communication (AAC) and/or assistive technology, and how you will ensure equitable access to content</li> <li>7. instructional strategies</li> <li>8. grouping strategies</li> <li>9. English language development (ELD) and academic language development (ALD)</li> <li>10. instructional <a href="#">adaptations</a> (<a href="#">accommodations</a> and/or <a href="#">modifications</a>) addressed by the IEP for each student in the learning group</li> <li>11. facilitation of instructional support personnel</li> <li>12. resources and materials to support learning</li> </ol> </li> <li>• Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate.</li> <li>• Provide a description or blank copy of the informal assessment, student self-assessment and rubric, and formal assessment and rubric, including definition of proficient student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part A:</b> Written Narrative: Contextual Information (no more than 4 pages)</li> <li>• <b>Part B:</b> Learning Segment Template</li>   <li>• <b>Part C:</b> Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary)</li> <li>• <b>Part D:</b> Description or Blank Copy of the Informal Assessment</li> <li>• <b>Part E:</b> Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric</li> <li>• <b>Part F:</b> Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric</li> </ul>

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 2: Teach and Assess</b> (template provided)</p>	<ul style="list-style-type: none"> <li>• Conduct the instruction and assessment activities in your learning segment (three to five lessons).</li> <li>• Video record your learning segment lessons in their entirety. Select 4 clips (each up to 5 minutes of unedited video) that include (1) instruction and assessment of academic language development, (2) student use of educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content.</li> <li>• Annotate the 4 video clips. Annotations include a title and brief rationale (the “why”) for instruction and assessment practices recorded. Annotation titles include:               <ul style="list-style-type: none"> <li>• Assessing Student Learning and Development of Academic Language</li> <li>• Students Using Educational Technology</li> <li>• Providing Content-Specific Feedback to Students</li> <li>• Assessing Student Learning and Use of Age and/or Developmentally Appropriate Higher-Order Thinking Skills</li> <li>• Facilitating Instructional Support Personnel to Engage Students in Learning</li> </ul> </li> <li>• Provide an analysis of the informal and student self-assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part G:</b> 4 Annotated Video Clips (no more than 5 minutes each)</li> <li>• <b>Part H:</b> Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)</li> </ul>
<p><b>Step 3: Reflect</b> (template provided)</p>	<ul style="list-style-type: none"> <li>• Score the formal assessment responses for the whole class/small learning group, using a rubric. Select 3 examples of student responses (products, processes, or recorded performances) with your detailed, content-specific, rubric-based feedback from the formal assessment that demonstrate a range of achievement: a student response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s).</li> <li>• Analyze student results from the informal assessment, student self-assessment, and formal assessment used throughout the learning segment. <b>Note:</b> Candidate must conduct analysis of assessment data; however, instructional support personnel can assist in data collection.</li> <li>• Address how you will assist the families and/or guardians of these 3 students to support them in understanding the assessment results and the role they will play in supporting student learning beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part I:</b> Formal Assessment Responses from 3 Students (products, processes, or recorded performances) that represent evidence of learning (labeled “exceeded,” “met,” and “not yet met”) with Feedback</li> <li>• <b>Part J:</b> Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class/Small Learning Group and 3 Students (no more than 5 pages) (If detailed, content-specific, rubric-based feedback is not included with responses in Part I, include the feedback with this written narrative; feedback does not count toward the 5-page limit.)</li> </ul>



Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 4:</b> <b>Apply</b> (template provided)</p>	<ul style="list-style-type: none"> <li>• Analyze the evidence you observed of student learning and accomplishment of the learning goal(s) and describe                             <ul style="list-style-type: none"> <li>• what was most and least effective;</li> <li>• a goal for increasing instructional effectiveness; and</li> <li>• how you facilitated instructional support personnel.</li> </ul> </li> <li>• Plan and conduct a follow-up instructional activity based on your analysis of the range of assessments (informal, student self, formal). Your follow-up activity will be either                             <ul style="list-style-type: none"> <li>• <b>Re-teaching:</b> For those students who did not meet the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, implement a new approach to instruction to support their continued progress.</li> <li><b>OR</b></li> <li>• <b>Extension:</b> If students met or exceeded the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, connect or apply instruction to develop new learning by building on what your students were able to demonstrate during the learning segment.</li> </ul> </li> <li>• Describe how you decided on your instructional approach, in relation to IEP goals for each student in the learning group, including facilitation of instructional support personnel, in the follow-up re-teaching or extension activity and how that change was informed by the analysis of the range of assessment results from Steps 2 and 3.</li> <li>• Video record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on the analysis of the range of assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part K:</b> Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description (no more than 7 pages) for the target learning group</li> <li>• <b>Part L:</b> 1 Annotated Video Clip (no more than 5 minutes) of Follow-Up Instruction (Re-Teaching or Extension Activity) for the target learning group</li> </ul>

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## Step 1: Plan

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

Choose one [class](#) or small learning group as the focus for Instructional Cycle 2. Regardless of the setting where you are completing your clinical practice, you must work with students who have an [IEP](#) for this instructional cycle. Students identified for education specialist support through an IEP experience teaching and learning in a variety of instructional settings. These instructional settings may include push-in, [co-teaching](#), push-in, inclusion, self-contained classrooms, and small group pull out delivery models. Be sure that the student(s) whom you will assess have an IEP.

Verify permission from any teacher(s), [instructional support personnel](#), and the families and/or guardians of the students who will appear in the video recordings and/or of students whose work you will submit for Instructional Cycle 2.

Follow all district policies regarding video recording of individuals.

Candidates are responsible for verifying and, if necessary, obtaining appropriate permissions from all individuals who appear in the video clips and/or whose work is submitted.

### I. Getting to Know Your Students

Directions: Provide the information listed below about the context in which you are teaching the content-specific learning segment to the whole class/small learning group using the Part A: Written Narrative: Contextual Information Template provided.

If you are in the same placement as you were for Instructional Cycle 1, you may transfer any applicable information from the Cycle 1 Getting to Know Your Students Template to the Cycle 2 Contextual Information Template; however, you must complete and submit the Cycle 2 template. Do not resubmit the Cycle 1 Getting to Know Your Students Template for Cycle 2, and do not use the same lesson for Cycles 1 and 2.

**Gather information about student [assets](#) and learning needs in a professional and appropriate manner that protects students' privacy.** While you might collect contextual information by talking with the students, only do so if supportive and appropriate for the [developmental level](#) of the student. Personal student and family/legal guardian information, including all medical and/or psychological references, must be vetted through the supervising/mentor teacher or other appropriate educator at the school site. If you have questions about the types of information that are available in a public-school setting about students' assets and/or learning needs, seek guidance from your preparation program and the school site administrator(s) or teachers with whom you are conducting your student teaching.

In particular, avoid providing private medical and/or other personal information that is not pertinent to [assessment](#) and/or instruction. See [Family Educational Rights and Privacy Act \(FERPA\)](#) and [Health Insurance Portability and Accountability Act \(HIPAA\)](#).

### 1. Description of Students' Assets and Learning Needs

- a. prior academic knowledge related to the lesson [learning goal\(s\)](#)
- b. [English language proficiency](#) levels for [English learners](#)
- c. cultural and linguistic resources and [funds of knowledge](#) (i.e., knowledge and skills derived from cultural experience)
- d. prior experiences and interests **related to the content** (literacy or mathematics), you plan to teach
- e. prior experiences with the functional and/or life skills you plan to teach, if applicable
- f. experience using [educational technology](#) and, if applicable, [augmentative and alternative communication \(AAC\)](#) and/or [assistive technology](#) inside and outside of the classroom
- g. [disability](#) categories for students

## 2. Contextual Information for the Whole Class/Small Learning Group

- a. grade level(s)
- b. age of students
- c. content area or other related learning skill area
- d. instructional setting ([in-person](#), online synchronous, [hybrid](#))
- e. instructional delivery model: push-in, co-teaching, inclusion, self-contained classrooms, and small group pull out
- f. educational technology and, if applicable, augmentative and alternative communication (AAC) and/or assistive technology available in the classroom and to be used in the learning segment
- g. number of students (leave blank if option does not apply):
  - i. total number of students (whole class/small learning group)
  - ii. number of identified English learners
  - iii. number of [twice-exceptional](#) identified students
  - iv. number of students with [multiple disabilities](#)
  - v. number of students with a behavior plan
- h. topic of grade-level content-specific instruction and assessment sequence

## II. Learning Segment

Directions: Plan a grade-level content-specific (literacy or mathematics) learning segment that includes **three to five** lessons drawn from a larger unit. The learning segment must include the following:

- instruction and assessment that is asset based
- [UDL](#) practices
- [informal assessment\(s\)](#) (checking for understanding during instruction)
- at least one opportunity for students to self-assess using a [rubric](#)
- a [formal assessment](#) and rubric

You will use these assessments to gather evidence to monitor student learning, provide feedback to students during instruction, and potentially adjust your instruction in the moment.

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

- **product** (e.g., visual representation, written product, 3-D model),
- **process** (e.g., mathematical problem with explanation of how they solved the problem), or
- **performance** (e.g., [demonstration](#), presentation)

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

#### **Groupwork for Formal Assessments**

Groupwork is an effective strategy to engage students in, including formal assessments. However, if your students engage in groupwork for the formal assessment, you must provide evidence of individual student learning in relation to the [content-specific learning goals](#), and you must provide individual students with detailed rubric-based feedback to further their individual learning.

The learning segment must also include opportunities for students to engage in [age and/or developmentally appropriate higher-order thinking skills](#) and develop their academic language in the content area(s) taught. Within the learning segment, include opportunity(ies) for the students to use educational technology and, if applicable, augmentative and alternative communication (AAC) and/or assistive technology to enhance and provide access to learning. Instructional strategies should include IEP [adaptations](#) ([accommodations](#) and/or [modifications](#)) for each of the students in the learning group.

Complete the Part B: Learning Segment Template to describe your instruction and assessment sequence and how you will support individual learning differences. Briefly list or summarize the following components:

1. **Grade-level [California Content Standards and/or Curriculum Frameworks](#)\*** being addressed: Identify the content area and current grade-level California Content Standards and/or Curriculum Frameworks
2. **[California English Language Development Standards \(CA ELD Standards\)](#),\*\* if appropriate**

### **\*Content Standards and Curriculum Frameworks**

You must use current grade-level California Content Standards and/or Curriculum Frameworks and current California English Language Development (ELD) Standards, if appropriate.

Candidates placed in transitional kindergarten classrooms should use the [California State Content Kindergarten Standards for ELA/Literacy or Mathematics](#) and/or the [Transitional Kindergarten Implementation Guide](#). Do not use the [California Preschool Learning Foundations](#). TK is considered K–12.

Candidates placed in an Adult Transition Program (ATP) should use the [California State Higher Mathematics Standards](#) (e.g., Algebra I/Algebra II, Geometry). Candidates can also use the [Standards for Mathematical Practice](#). ATP is considered high school as students have not exited the K–12 system.

Candidates placed in an Adult Transition Program (ATP) should use the [California Common Core State Standards for English Language Arts and Literacy for grades 11 through 12](#). ATP is considered high school as students have not exited the K–12 system.

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

### **\*\*Citing ELD Standards**

English Language Development Standards should be cited from Chapter 3 of the current [California English Language Development Standards publication](#). You are not required to include students' developmental level in your citations.

The citation should include the following information: The part number (I, II, or III), the letter and name of the heading, and the standard number. The standard can be copied and pasted into your submission directly.

#### ***Example citation from third-grade ELD Standards:***

*“Part I: Interacting in Meaningful Ways, (C) Productive, (11) Supporting own opinions and evaluating others’ opinions in speaking and writing.”*

#### ***Example learning goal based on third-grade ELD Standard:***

*“Students will be able to support at least one of their own opinions and evaluate a friend’s opinion as they discuss ‘The Three Little Pigs’ in small groups.*

*“Students will write about at least one of their own opinions of one character from the story in a short paragraph.”*

3. **Learning goal(s):** Write learning goal(s) based on the current grade-level California Content Standards you identified and, if appropriate, ELD Standards for each lesson.
4. **Evidence and assessments:** Describe how you will determine that the students have achieved the learning goal(s) in each lesson. Identify all assessment activity for each lesson, including informal assessments (checks for understanding), [student self-assessment](#), and formal assessment.
5. **How does it fit?** Include an explanation of how each lesson links to where the students are currently (academically or with respect to interests, age and/or developmental issues, or other learning issues), and how the lessons build on prior learning and one another.
6. **Lesson activities:** Use bullet points to outline what the students will do and how you will ensure they have equitable access to content (e.g., learning activities students will do; how, when appropriate, your students will use educational technology and, if applicable, augmentative and alternative communication (AAC) and/or assistive technology; how you will affirm and validate individual student assets and learning needs).
7. **Instructional strategies:** Use bullet points to outline what you will do to provide instruction, including [UDL](#) strategies (e.g., multiple means of engagement, representation, action, and expression), and what your instructional support personnel will do (e.g., modeling, [scaffolding](#), showing, demonstrating, reading). Identify essential key questions to be asked during the lesson. Instructional strategies should be aligned to IEP goals and/or other adaptations (accommodations and/or modifications) addressed by students' IEPs.
8. **Grouping strategies:** Describe how you will group students for learning.
9. **English language development (ELD) and academic language development (ALD):** Describe the [language demands](#) (reading, writing, listening, speaking) of each lesson and how you will support the students to develop their academic language development and address the specific needs of English learners. Describe academic language development considerations and specific adaptations (accommodations and/or modifications) you plan to provide to address ALD.
10. **Instructional adaptations (accommodations and/or modifications):** Describe what you and your instructional support personnel will do to support the range of learners in your whole class/small learning group to address academic and/or [well-being](#) needs. Describe how you are using the students' IEPs to determine these adaptations (accommodations and/or modifications).
11. **Facilitation of instructional support personnel:** Describe how you will facilitate instructional support personnel during instruction and assessments.
12. **Resources and materials to support learning:** Explain why you chose particular resources and materials to support learning and language demands in the learning segment.

### III. Assessment Descriptions

Directions: Your proposed learning segment provided a high-level description of your overall instruction and assessment sequence. Your assessments and rubrics need to be clearly aligned with your learning goal(s). Provide a detailed description of your planned assessments in response to the following prompts using the Part C: Written Narrative: Assessment Descriptions Template provided. If additional materials (e.g., [observation](#) notes, exit slips) need to be provided, add them to the end of the template file. You will provide a blank copy of the informal assessment, student self-assessment and rubric, and formal assessment and rubric that you will use. If your informal, student self, and/or formal assessments are not standalone documents, provide the questions you will ask and, for the student self and formal assessments, the rubrics you plan to use and/or no more than 2 pages of description of the assessment(s) and, as applicable, the rubric(s).

When you upload the blank student self-assessment and formal assessment or description and rubric for submission, you will be required to assign a label to your file, indicating whether it is the Assessment or the Rubric. Be sure that you appropriately label your materials during the upload process.

#### Informal Assessment

1. Describe one informal assessment you plan to implement during the lessons. Explain how the selected informal assessment is aligned to the grade-level content-specific learning goal(s) and/or functional and/or life skills. Describe how the assessment will provide the student(s) opportunities to demonstrate grade-level content knowledge and/or functional and/or life skills.
2. Identify what you expect from the student responses to the selected informal assessment and how you plan to monitor student understanding of content during the learning sequence. If you provide instructional adaptations (accommodations and/or modifications) for the student(s) during the informal assessment, explain why.

**Be specific.** Informal assessment should be age and/or developmentally appropriate. If the informal assessment involves questioning, list the questions you plan to ask. If the informal assessment is a running record, describe how you plan to document student reading ability. If your students are working [collaboratively](#) in groups, provide the set of instructions/expectations for learning. If students engage in peer assessment, provide guiding questions. If you are observing student work, provide the observation guide.



## Student Self-Assessment

3. Describe how you will engage the students in self-assessment and/or reflection. Explain how the student self-assessment rubric is aligned to the content-specific learning goal(s) and [ELD goal\(s\)](#), if appropriate, and how it will provide opportunities for the students to reflect on and advance their understanding of the content. If you provide instructional adaptations (accommodations and/or modifications) for the students during the student self-assessment, explain why.

**Be specific.** Student self-assessment should be age and/or developmentally appropriate. Young students may need to respond verbally or have picture cues if they are not yet reading and writing. If the student self-assessment is a set of questions or pictures, list the questions you plan to have the students respond to and/or provide the pictures. If the assessment is a presentation of learning, describe the guiding questions or expectation for performance. If you want the students to write or draw a reflection of what they have learned, provide the sentence frames or prompt for that activity. Remember that the students will use a rubric to self-assess their product, process, or performance.

## Formal Assessment

4. What grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, are measured by the formal assessment (e.g., content knowledge, skills, or abilities your students will demonstrate)?
5. What evidence (product, process, or recorded performance) are you planning to collect or observe from each student to determine that the specific learning goal(s) described in the rubric have been met?
6. How will you use your rubric to define or identify successful evidence (product development or demonstration of process or performance) that the students have achieved the learning goal(s)?
7. How will you provide adaptations (accommodations and/or modifications), as appropriate, during the formal assessment to address individual student learning needs?

**Be specific.** Formal assessment should be age and/or developmentally appropriate. Describe what each student will do and the resulting process, product, or performance. For example, indicate that each student will “use [manipulatives](#) to work through a mathematical process/problem with verbal rationale,” “draw or paint a picture,” “balance on one foot or throw and catch a ball,” “participate in a hands-on science experiment,” “tell a story using puppets,” or “retell a story to follow an order of events.” Collect and submit student products or written summaries as they move through a process; video record student performance(s).

## Evidence to Be Submitted

- ❖ **Part A:** Written Narrative: Contextual Information (no more than 4 pages)
- ❖ **Part B:** Learning Segment Template
- ❖ **Part C:** Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary)
- ❖ **Part D:** Description or Blank Copy of the Informal Assessment
- ❖ **Part E:** Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric
- ❖ **Part F:** Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric

## Step 2: Teach and Assess

### I. Conduct the Learning Segment

Directions: Teach and video record the three to five lessons within the learning segment. You should record each lesson in its entirety so that you can select the video clip that demonstrates your ability to address the teaching practices required through the [annotation](#) titles.

During the learning segment, you will use [informal assessments](#) to periodically and strategically check on student understanding of, or ability to demonstrate, the grade-level [content-specific learning goal\(s\)](#) and [ELD goal\(s\)](#), if appropriate, and [academic language development](#) you are teaching. Informal assessments allow you to adjust your instruction in the moment to meet students' learning needs.

Effective teachers adjust their instruction in the moment based on the student's(s') learning needs. For example, you may need to re-teach a [learning goal](#) or advance forward beyond the set goal, depending on the results of informal assessments and [student self-assessment](#) of learning as you move through the learning segment.

In addition, you will use the results of student self-assessment to learn about how individual students understand what they know or can demonstrate about the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, and academic language development, and determine what they need to do next to continue their learning with support.

Consider both informal assessment and student self-assessment results as you provide ongoing feedback and support to students during the lessons.

The students need to be taught how to conduct self-assessment using a [rubric](#) with clear scoring criteria at each level; be sure to allow time during lessons for you and/or your [instructional support personnel](#) to model for your students how to conduct self-assessment and use a rubric to build their awareness of what they have learned and support their progress toward meeting the learning goal(s).

## II. Select and Annotate Video Clips

Directions: Review the video(s) and select **4 video clips** from any part of the multi-day learning segment that demonstrate the following:

### Video Clip 1

#### Instruction and Assessment of Academic Language Development (no more than 5 minutes)

Select a video clip that demonstrates the following:

- how you and multiple students (2 or more) engaged with content to develop the vocabulary/terminology (academic language development) necessary for the [language demands](#) of the lesson

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

### Video Clip 2

#### Student Use of Educational Technology (no more than 5 minutes)

Select a video clip that demonstrates the following:

- how multiple students (2 or more) were actively using [educational technology](#) to engage in or demonstrate their content-specific learning

Multiple students (2 or more) must be seen and heard in Clip 2 using educational technology to learn or demonstrate content. It is **optional for the candidate** to be seen in this video clip because the focus is on students using educational technology to learn content.

### Video Clip 3

#### Instruction and Informal Assessment of Content (no more than 5 minutes)

Select a video clip that demonstrates the following:

- how you provided opportunities for multiple students (2 or more) to engage in [deep learning](#) of content to develop their [age and/or developmentally appropriate higher-order thinking skills](#) (analysis, synthesis, evaluation, interpretation, [transfer/generalization](#))
- how you provided actionable feedback to the students in the moment
- how you adjusted your instruction in the moment based on the results of informal assessment to meet the students' learning needs

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

## Video Clip 4

### Instruction and Student Self-Assessment of Content (no more than 5 minutes)

Select a video clip that demonstrates the following:

- how you modeled the use of the student self-assessment and rubric
- one or more students using the rubric to self-assess their understanding of the content
- how you provided feedback to one or more students based on their self-assessment results (alternatively, if you cannot capture the feedback you provide students based on their self-assessment in the video clip, it can be described in Part H: Written Narrative: Analysis of Informal and Student Self-Assessments Template)

The candidate and one or more students must be seen and heard engaging in synchronous student self-assessment in this video clip.

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

You may use no more than 5 minutes for each clip to demonstrate your ability to address the teaching practices required through the annotation titles. Please note that the length of your video is not the focus of the [assessment](#); you can clearly demonstrate some practices—particularly for younger students—in less than 5 minutes. Keep in mind that an assessor will watch only the first 5 minutes of video for each clip. Assessors will only read annotations for the first 5 minutes.

**The candidate and students must be visible and conversations must be clearly audible in Video Clips 1, 3, and 4. For Video Clip 2, students must be seen and heard while using educational technology to learn or demonstrate content.** It is optional for the candidate to be seen in Video Clip 2 because the focus is on students using educational technology to learn content. Instructional support personnel must be seen in at least one of the 4 video clips.

**For all video clips, student(s) who are nonverbal must be seen using a response method (e.g., [AAC](#) device, sign language, choice boards) appropriate for the student(s).**

Provide at least 5 annotations to the 4 video clips to point out where you are using instructional strategies to teach and assess your students.

## Annotations

Your annotations are brief text explanations that highlight your practice and are attached to specific [timestamped](#) points in a video clip.\* *These annotations identify the **specific moments** in the video clips that **demonstrate what you are doing and why you are doing it**. Use 1 annotation title for each timestamped segment. Use each of the 5 annotations at least once across the 4 video clips. For each annotation, you will*

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

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

### Annotation Titles

#### **Assessing Student Learning and Development of Academic Language**

Explain why student(s) are engaged in specific lessons focused on academic language development to learn/access the content.

#### **Students Using Educational Technology**

Provide a rationale for how students' use of educational technology supports or demonstrates their content-specific learning.

#### **Providing Content-Specific Feedback to Students**

Explain why you provided actionable, content-specific feedback about informal and/or self-assessment results to the students and how the feedback was intended to support students to advance their learning.

#### **Assessing Student Learning and Use of Age and/or Developmentally Appropriate Higher-Order Thinking Skills**

Explain why you implemented specific assessment strategies that provide the students opportunities to engage in the use of age and/or developmentally appropriate higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer/generalization) to learn about the content and how you adjusted your instruction based on the results.

#### **Facilitating Instructional Support Personnel to Engage Students in Learning**

Explain how you facilitated instructional support personnel to assist students to access content during the lesson and/or engage with assessments.

**Annotations:** Each annotation title must be used at least once across the 4 video clips. If appropriate, you may use annotation titles multiple times. Be sure that your annotation title and rationale explain the timestamped segment you have selected. For each annotation rationale, you may enter up to 1,000 characters. If you write an annotation rationale in a separate file and copy it into the system, only the first 1,000 characters will be accepted.

**Labels:** When you upload your annotated video clips for submission, you will be required to assign a label to each file, indicating whether it is Clip 1-Inst. & Assessment of Acad. Lang. Dev., Clip 2-Student Use of Educational Technology, Clip 3-Inst. & Informal Assessment, or Clip 4-Inst. & Student Self-Assessment. Be sure that you appropriately label each video clip during the upload process.

### III. Analysis of Informal and Student Self-Assessments

Directions: Respond to the following prompts to describe your analysis of the assessments using the Part H: Written Narrative: Analysis of Informal and Student Self-Assessments Template provided.

1. How did you use informal assessment results to learn about and support students' academic language development, including ELD goals, if appropriate? How did you adjust your instruction based on these results?
2. How did you help the students understand what they need to do next to continue progress toward and/or beyond meeting the grade-level learning goal(s)?
3. How did student self-assessment results provide insight about the students' own understanding of the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, and their progress toward meeting the grade-level learning goal(s)? How did you adjust your instruction based on these results?
4. How did the students' use of educational technology (digital/virtual tools and resources) provide opportunities for them to enhance, improve, and/or demonstrate the grade-level learning goal(s)?
  - If educational technology did not enhance, improve, and/or assist students to meet the learning goals, explain what you would do differently next time and why.
5. How did you and/or your instructional support personnel help the students understand what they need to do next to continue progress toward and/or beyond meeting the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate?

## Evidence to Be Submitted

- ❖ **Part G:** 4 Annotated Video Clips (no more than 5 minutes each)
- ❖ **Part H:** Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)



## Step 3: Reflect

### I. Analyze the Formal Assessment Responses

Directions: Use your [rubric](#) to score student [formal assessment](#) responses. Determine the level of [performance](#) for each student in your whole [class](#)/small learning group based on the rubric. (Note: You must conduct the analysis of [assessment](#) data yourself; however, [instructional support personnel](#) can assist in data collection.) Record student assessment results in the table provided in the template.

Analyze the results for the whole class/small learning group. Which students

- exceeded the [learning goal\(s\)](#) measured by the formal assessment?
- met the learning goal(s) measured by the formal assessment?
- need more instructional support to meet the learning goal(s) measured by the formal assessment?

Based on your analysis of the results for the whole class/small learning group, select 3 student responses to the formal assessment that demonstrate a range of performance:

- **Student Response 1:** Product, process, or recorded performance that exceeded the learning goal(s)
- **Student Response 2:** Product, process, or recorded performance that met the learning goal(s)
- **Student Response 3:** Product, process, or recorded performance that did not yet meet the learning goal(s)

If you do not have a student for each range of performance (exceeded, met, did not yet meet the learning goal[s]), choose 3 student assessment responses that represent the highest, average, and lowest performance levels from the range of responses across the class/small learning group.

For each of the 3 students, submit the product, process,\* or performance\*\* assessment response, and include your assessment of each student's performance with detailed, content-specific, rubric-based feedback.\*\*\*

**\*For process-based assessments**, video may also be submitted where appropriate (for example, a video recording of a student working through a mathematics problem and explaining how they are moving through the process to solve the problem).

**\*\*For performance-based assessments**, submit video or audio recordings of the 3 students' performances.

**\*\*\*If detailed, content-specific, rubric-based feedback is not included with responses**, include the feedback in Part J: Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class/Small Learning Group and 3 Students.

Before you scan student work to upload:

- Label each piece of student work to reflect that the student exceeded, met, or did not yet meet the learning goal(s).
- Remove or cover each student's name or any identifying information about the student or school.

Before you upload your 3 student work samples:

- Ensure that detailed, content-specific, rubric-based feedback is included with each sample.
- If it is not included with each sample (e.g., if it is a marked-up copy of the rubric, your rubric-specific comments on the student work sample, a description of the rubric-specific feedback), ensure that it is included in the written narrative.

When you upload the 3 student assessment responses for submission, you will be required to assign a label to each file, indicating whether it is:

- Response 1-Exceeded goal
- Response 2-Met goal
- Response 3-Did not yet meet goal

Directions: Provide the following information for your whole class/small learning group using the Part J: Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class/Small Learning Group and 3 Students Template provided.

1. With respect to the grade-level learning goal(s) from the learning segment, report on the content-specific progress of your whole class/small learning group on the formal assessment. Complete the table below to briefly describe each learning goal and to provide the number or percentage of students who exceeded, met, or have not yet met the learning goal(s).

### Results of Formal Assessment

Step 1 Learning Goal(s)	Number/Percentage of Students Who Exceeded Learning Goal(s)	Number/Percentage of Students Who Met Learning Goal(s)	Number/Percentage of Students Who Have Not Yet Met Learning Goal(s)

2. Analyze the formal assessment results for the whole class/small learning group in relation to the grade-level [content-specific learning goal\(s\)](#) and [ELD goal\(s\)](#), if appropriate, and identify and describe emerging patterns and/or trends of student errors, skills, and understandings for the whole class/small learning group and for the 3 students that represent a range of performance. **Cite evidence from the assessment responses** submitted for the 3 students.
3. What did the results from the formal assessment tell you about what was most and least effective about your instructional approach(es) in helping students achieve the grade-level learning goal(s) and ELD goals, if appropriate?
4. For those students whose achievement did not yet meet the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, on the formal assessment, what do you need to do next instructionally to meet their content learning and language development needs?
5. Based on the rubric:
  - a. What detailed feedback did you provide to
    - the whole class/small learning group?
    - Student 1?
    - Student 2?
    - Student 3?
    - families and/or guardians?
  - b. How will you assist the whole class/small learning group and these 3 students to use this rubric-specific feedback to revise their work and take next steps to advance their learning?
  - c. How will you provide feedback to families and/or guardians of these 3 students to support caregivers in understanding the assessment results and the role they will play in supporting student learning beyond the classroom?

## Evidence to Be Submitted

- ❖ **Part I:** Formal Assessment Responses from 3 Students (products, processes, or recorded performances) that represent evidence of learning (labeled “exceeded,” “met,” and “not yet met”) with Feedback
- ❖ **Part J:** Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class/Small Learning Group and 3 Students (no more than 5 pages) (If detailed, content-specific, rubric-based feedback is not included with responses in Part I, include the feedback with this written narrative; feedback does not count toward the 5-page limit.)

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## Step 4: Apply

### I. Next Steps for Learning

Directions: Based on your summary and analysis of student learning from the [informal assessment](#), [student self-assessment](#), [formal assessment](#), and evidence from the learning segment video clips of teaching practice, think about what you learned about student progress toward meeting the grade-level [learning goal\(s\)](#). Then respond to the following prompts using the Part K: Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description Template provided. **Cite the video clips and/or 3 student [assessment](#) responses with feedback (exceeded, met, or not yet met goal[s] OR highest, average, and lowest [performance](#)) to support your written narrative.**

1. Think about your teaching practice during the learning segment and summarize what you learned from your analysis of the informal assessment(s), student self-assessment(s), and formal assessment(s) about your students' understanding of the grade-level [content-specific learning goal\(s\)](#) and [ELD goal\(s\)](#), if appropriate.
  - a. What was most effective about your teaching and assessments in helping students achieve the learning goal(s) of the segment?
  - b. What was less effective about your teaching and assessments?
  - c. What goal do you want to set as an area for growth to increase your effectiveness as a teacher? Explain why you have chosen this professional learning goal.
  - d. What was most effective with how you facilitated your [instructional support personnel](#)? What was least effective?

### II. Follow-Up Instruction: Re-Teaching or Extension Activity

Based on your analysis of assessment results from Steps 2 and 3—informal, student self, and formal—identify what type of specific follow-up activity is the appropriate next step for learning for the whole [class](#)/small learning group:

- a. Re-teaching: For those students who did not meet the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, implement a new approach to instruction to support their continued progress.
- OR**
- b. Extension: If students met or exceeded the grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, implement instruction to build on and/or extend what your students were able to demonstrate during the learning segment.

**If both types of instruction are applicable for the whole class/small learning group, select one type to teach for the content-specific follow-up activity.** You must provide evidence for your decision based on the actual student data collected in Steps 2 and 3.

For example, if one learning goal of your instructional segment taught during this cycle was met but another was not met, choose the goal not yet met to re-teach the content in a **new way** to provide additional support and opportunity to learn to your students.

If your students did demonstrate that they met the learning goal(s), design an activity that will give the students the opportunity to extend beyond the learning goal(s) and deepen or advance their understanding of the content-specific learning goal(s) and ELD goal(s), if appropriate.

**The learning activity used in Step 4 must be unique to Step 4, must not be repeated from or included in the learning segment lesson activities, and must be based on student learning data evidence.**

Directions: Provide the following information about the content-specific follow-up activity using the Part K: Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description Template provided.

1. Activity is:
  - a. re-teaching activity

**OR**

  - b. extension activity
2. Activity is for:
  - whole class/small learning group

**OR**

  - targeted learning group
3. Grade-level content-specific learning goal(s)
4. ELD goal(s), if appropriate (ELD goals are required if [English learners](#) are present in the group for the re-teaching or extension lesson. If ELD goals are not included, explain why.)
5. Instructional delivery model: push-in, co-teaching, inclusion, self-contained classrooms, and small group pull out
6. Brief description of the activity(ies), including use of [educational technology](#), as appropriate

7. Rationale for why the choice of this different learning activity will result in assisting students to meet or extend beyond the segment’s grade-level content-specific learning goal(s) and ELD goal(s), if appropriate (**cite evidence from your results analysis of the informal assessment, student self-assessment and [rubric](#), and formal assessment and [rubric](#)**)
8. Checks for understanding of content and academic language (e.g., purposeful questions, observation notes, student peer review and critique)
9. Any instructional [adaptations](#) ([accommodations](#) and/or [modifications](#)) to the activity to allow all students to access and engage in [deep learning](#) and demonstrate their understanding of the content and use of academic language
10. Facilitation of instructional support personnel during the re-teaching or extension activity

### III. Teach and Video Record the Follow-Up Instruction

Directions: Teach and **video record the entire follow-up re-teaching** (new instructional approach) **or extension activity** based on your analysis of the informal assessment, student self-assessment, and formal assessment results. Then select and annotate **1 video clip (no more than 5 minutes)** that demonstrates your follow-up instruction.

#### Follow-Up Instruction Video Clip

The video clip should:

1. demonstrate a key section of the grade-level content-specific instruction and, if appropriate, ELD instruction
2. provide evidence of either
  - a. **(for a re-teaching activity)** how the instruction during the activity differs from previous instruction to develop content knowledge and [academic language](#)

**OR**

  - b. **(for an extension activity)** how the students connect what they know to new learning during the activity to extend or deepen content knowledge and develop academic language

When you upload your video file for submission, you will be required to assign a label to your file, indicating the type of activity in the video clip. The system will prompt you to select either “Re-Teaching Activity” or “Extension Activity” during the upload process. Be sure that you appropriately label the type of activity you are uploading and that it matches your written narrative.

Provide an [annotation](#) to the video clip to indicate where in the activity new understanding or learning occurred for your students.

## Annotation

Your annotation is a brief text explanation that highlights your practice and is attached to a specific [timestamped](#) point in a video clip.\* *The annotation identifies the **specific moment in the video clip that demonstrates what you are doing and why you are doing it.*** Use 1 annotation title for the timestamped segment. You will

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

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

## Annotation Title

### Follow-Up Instruction Where Learning Occurred

Provide an annotation to the video clip to indicate where in the activity **your new instructional approach**:

- created the opportunity for your students to continue progress in understanding or learning in a new way

**OR**

- built on the understanding or learning your students were able to demonstrate during the learning segment

For your annotation rationale, you may enter up to 1,000 characters. If you write your annotation rationale in a separate file and copy it into the system, only the first 1,000 characters will be accepted.



## Evidence to Be Submitted

- ❖ **Part K:** Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description (no more than 7 pages) for the target learning group
- ❖ **Part L:** 1 Annotated Video Clip (no more than 5 minutes) of Follow-Up Instruction (Re-Teaching or Extension Activity) for the target learning group

## Instructional Cycle 2 Rubrics

### Essential Questions

[Rubrics](#) are aligned to the pedagogical steps of plan, teach and assess, reflect, and apply. Each rubric is framed by an essential question that highlights the knowledge, skills, and abilities assessed within the rubric. The table below is a summary of the essential questions for the rubrics of Cycle 2.

Step 1: Plan	
<b>Rubric 2.1:</b>	How does the candidate’s learning segment plan provide appropriate grade-level 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?
<b>Rubric 2.2:</b>	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 standards-based learning goal(s)?
Step 2: Teach and Assess	
<b>Rubric 2.3:</b>	How does the candidate support student development and demonstration of academic language in relation to the grade-level content-specific learning goal(s)?
<b>Rubric 2.4:</b>	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, <b>and/or</b> demonstrate knowledge, skills, <b>and/or</b> abilities related to the learning goal(s)?
<b>Rubric 2.5:</b>	How does the candidate use informal assessment to monitor the students’ deep learning of content (age <b>and/or</b> developmentally appropriate higher-order thinking skills) and adjust instruction to meet the needs of all learners?
<b>Rubric 2.6:</b>	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?
<b>Rubric 2.7:</b>	How does the candidate use results of informal assessments <b>and/or</b> student self-assessment to provide feedback to the students about how to improve or revise their work to continue progress toward <b>and/or</b> beyond the learning goal(s)? How does the candidate facilitate instructional support personnel to assist students to access content during the lesson <b>and/or</b> engage with informal <b>and/or</b> student self-assessments?
Step 3: Reflect	
<b>Rubric 2.8:</b>	How does the candidate analyze the <b>formal assessment</b> results based on the rubric and identify and describe learning patterns <b>and/or</b> trends for the students and determine what was most and least effective about their instructional approach in relation to the grade-level content-specific learning goal(s)? How does the candidate provide feedback to families <b>and/or</b> 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?
Step 4: Apply	
<b>Rubric 2.9:</b>	How does the candidate use the analysis of results from informal assessment, student self-assessment, and formal assessment to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence?

## Step 1 Rubrics

### Rubric 2.1 — Step 1: Plan

**Essential Question:** How does the candidate’s learning segment plan provide appropriate grade-level 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?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s learning segment includes grade-level learning goal(s) that are not based on the students’ prior content knowledge.</p> <p><a href="#">UDL</a> strategies are not clearly described <b>and/or</b> appropriate.</p> <p><b>OR</b></p> <p>Candidate does not use grade-level standards when designing the lesson learning goals.</p> <p><b>OR</b></p> <p>Assessments <b>and/or</b> rubrics are not clearly connected to grade-level content-specific learning goal(s) and ELD goal(s), if appropriate.</p> <p><b>OR</b></p>	<p>Candidate’s grade-level learning goal(s) in the learning segment are loosely based on the students’ prior content knowledge.</p> <p><a href="#">UDL</a> strategies are minimally described.</p> <p>Candidate’s assessments and rubrics check for rote knowledge of content or are only partially connected to content-specific learning goal(s) and ELD goal(s), if appropriate.</p> <p>Proposed adaptations (accommodations <b>and/or</b> modifications) to content-specific instructional strategies are limited <b>and/or</b> ineffective in assisting students to reach learning goal(s).</p>	<p>Candidate’s learning segment includes manageable grade-level content-specific learning goal(s) and ELD goal(s), if appropriate, that clearly build on the students’ prior content knowledge.</p> <p><a href="#">UDL</a>-based strategies are clearly described within the three to five lessons, assessments, and rubrics.</p> <p>Candidate clearly identifies the multiple kinds of assessment and rubric-based evidence they will use to determine that students met the learning goal(s).</p> <p>Rubrics clearly align with the learning goals and will enable the candidate to score student learning consistently.</p> <p>Learning segment includes lessons that support students’ use of age <b>and/or</b></p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate’s instruction, assessments, and rubrics are purposefully chosen, planned, and intentionally <a href="#">differentiated</a> to develop deep understanding of content through active learning.</p> <p>Academic language development supports the students to meet, in multiple ways, content-specific learning goal(s) and ELD goal(s), if appropriate.</p> <p>Candidate’s lesson planning includes teaching practices that affirm and validate students’ assets, including strengths, experiences, and backgrounds.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate’s plan includes individualized and whole class/small learning group adaptations (accommodations <b>and/or</b> modifications) that are purposefully and clearly drawn from the classroom context and multiple sources of evidence, resulting in a <a href="#">supportive learning environment</a>. The students have opportunities to independently facilitate their own work in the whole class/small learning group, in a group of students, in pairs, or individually.</p>

<p>No adaptations (accommodations <b>and/or</b> modifications) to <a href="#">content-specific instructional strategies</a> are described.</p> <p><b>OR</b></p> <p><a href="#">Student grouping</a> is not provided <b>and/or</b> considered.</p> <p><b>OR</b></p> <p>Candidate does not plan for facilitation of instructional support personnel to assist students to meet the learning goal(s).</p>	<p>Student grouping within the learning segment may not be conducive to the type of lessons being planned.</p> <p>Candidate plans facilitation of instructional support personnel that results in minimal assistance to students to meet the learning goal(s).</p>	<p>developmentally appropriate higher-order thinking and are supportive, engaging, <b>and/or</b> challenging.</p> <p>Content-specific instructional strategies include adaptations (accommodations <b>and/or</b> modifications) from IEPs that will assist students to reach learning goals in multiple ways.</p> <p>Grouping strategies are purposeful and clearly appropriate for students to reach the learning goal(s).</p> <p>Candidate plans facilitation of instructional support personnel to assist students to meet the learning goal(s).</p>		
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**Sources of Evidence:**

- **Part A:** Written Narrative: Contextual Information (no more than 4 pages)
- **Part B:** Learning Segment Template
- **Part C:** Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary)
- **Part D:** Description or Blank Copy of the Informal Assessment
- **Part E:** Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric
- **Part F:** Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric

**[Content-Specific Pedagogy](#)**

**Universal TPEs and Elements:** TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 6; TPE 4, Elements 4, 7, 8; TPE 6, Element 5

**MMSN TPEs and Elements:** TPE 1, Elements 4, 7; TPE 2, Elements 1, 2, 8, 10; TPE 3, Elements 1, 2; TPE 4, Elements 1, 2, 6, 7; TPE 5, Element 1; TPE 6, Element 1

## Rubric 2.2 — Step 1: Plan

**Essential Question:** 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 standards-based learning goal(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate uses assessments <b>and/or</b> rubrics, instructional strategies, and lessons in the learning segment that are misaligned in ways that will hinder student access to the learning goal(s).</p> <p><b>OR</b></p> <p>Candidate presents inaccuracies in lesson content.</p> <p><b>OR</b></p> <p>Candidate’s sequence of lessons does not provide a progression of learning.</p>	<p>Candidate uses assessments and rubrics, instructional strategies, and lessons in the learning segment that are partially aligned in ways that could limit student access to the learning goal(s).</p> <p>Candidate’s sequence of lessons does not clearly provide a progression of learning <b>and/or</b> it is not apparent how the learning segment will affect the development of students’ age <b>and/or</b> developmentally appropriate higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer/generalization*) <b>and/or</b> academic language.</p> <p>Candidate’s learning activities are not likely to support students’ engagement with the content.</p>	<p>Candidate uses assessments, rubrics, instructional strategies, and learning activities in each lesson of the learning segment that are clearly aligned with one another to support the students to meet the standards-based learning goal(s).**</p> <p>Candidate’s sequence of lessons provides a progression of learning that will develop the students’ age <b>and/or</b> developmentally appropriate higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer/generalization) and academic language.</p> <p>Candidate’s planned learning activities are appropriate and likely to support the students’ engagement with the content throughout the learning segment.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate’s learning segment plan builds in opportunities that provide multiple access points (different ways to learn content visually, through writing or reading, listening, acting out, verbalizing) to learning content and multiple modes of expression (different ways for the students to show what they know, e.g., through writing, speaking, drawing, performing, digital modes) to demonstrate learning of content.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate’s planned assessments, rubrics, and learning activities are clearly based on <a href="#">high-leverage practices</a>.</p>

\***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.

\*\*You must use California Content Standards and/or Curriculum Frameworks and California English Language Development Standards (CA ELD Standards) if appropriate.

**Sources of Evidence:**

- **Part A:** Written Narrative: Contextual Information (no more than 4 pages)
- **Part B:** Learning Segment Template
- **Part C:** Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary)
- **Part D:** Description or Blank Copy of the Informal Assessment
- **Part E:** Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric
- **Part F:** Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric

**Content-Specific Pedagogy**

**Universal TPEs and Elements:** TPE 1, Element 1; TPE 3, Elements 2, 5; TPE 5, Elements 1, 3

**MMSN TPEs and Elements:** TPE 2, Element 9; TPE 3, Element 1; TPE 5, Element 1

## Step 2 Rubrics

### Rubric 2.3 — Step 2: Teach and Assess

**Essential Question:** How does the candidate support student development and demonstration of academic language in relation to the grade-level content-specific learning goal(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s learning activities and informal assessment(s) are not used to monitor language development during the learning segment.</p> <p><b>OR</b></p> <p>Candidate does not provide language adaptations (accommodations <b>and/or</b> modifications).</p> <p><b>OR</b></p> <p>Candidate provides adaptations (accommodations <b>and/or</b> modifications) that do not align with language demands of the learning segment grade-level content.</p>	<p>Candidate’s learning activities and informal assessment(s) are used to loosely monitor the academic language development of the students during the learning segment.</p> <p><b>OR</b></p> <p>Candidate has a superficial understanding of the language demands of the learning segment grade-level content, providing minimal instructional adaptations (accommodations <b>and/or</b> modifications) for the students.</p>	<p>Candidate’s learning activities and informal assessment(s) provide opportunities for students to develop and demonstrate accurate academic language specific to the grade-level content-specific learning goal(s).</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate differentiates instruction to address the needs of individual learners, including English learners as appropriate, relative to the language demands of the learning segment through specific instructional adaptations (accommodations <b>and/or</b> modifications).</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate provides high-leverage ELD strategies and developmentally appropriate individualized and whole class/small learning group academic language development adaptations (accommodations <b>and/or</b> modifications).</p>

**Sources of Evidence:**

- **Part G:** 4 Annotated Video Clips (no more than 5 minutes each)
- **Part H:** Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)

**Content-Specific Pedagogy**

**Universal TPEs and Elements:** TPE 1, Elements 1, 8; TPE 3, Element 5; TPE 5, Element 8

**MMSN TPEs and Elements:** TPE 2, Element 1; TPE 4, Elements 1, 2

## Rubric 2.4 — Step 2: Teach and Assess

**Essential Question:** 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)?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not provide opportunities for the students to use or access educational technology to enhance, improve, <b>and/or</b> demonstrate knowledge, skills, <b>and/or</b> abilities related to the learning goal(s).	Candidate uses educational technology to present information in a one-to-many learning environment. <b>OR</b> Candidate directs students' use of educational technology for a drill or practice type activity to enhance, improve, <b>and/or</b> demonstrate knowledge, skills, <b>and/or</b> abilities related to the learning goal(s).	The students use educational technology to enhance, improve, <b>and/or</b> demonstrate knowledge, skills, <b>and/or</b> abilities related to the learning goal(s) beyond what could have been achieved in a non-digital format.	<b>All of Level 3, plus:</b> Candidate provides the students choice of a selected range of educational technology to use to enhance, improve, <b>and/or</b> demonstrate knowledge, skills, <b>and/or</b> abilities related to the learning goal(s). <b>OR</b> The students use educational technology to facilitate and enhance peer or group collaboration in or beyond the classroom (e.g., online documents, online interactions with students at another school or in another state or country or with members of the community outside of school; creating podcasts).	<b>All of Levels 3 &amp; 4, plus:</b> The students use educational technology to modify <b>and/or</b> redefine the task in ways that would not be possible without utilizing the specific technology. <b>OR</b> The students are knowledgeable enough about digital/virtual tools and resources to independently choose which educational technology they want to use to enhance, improve, <b>and/or</b> demonstrate knowledge, skills, <b>and/or</b> abilities related to the learning goal(s).

**Source of Evidence:**

- **Part G:** 4 Annotated Video Clips (no more than 5 minutes each)

**Content-Specific Pedagogy**

**Universal TPEs and Elements:** TPE 3, Elements 6, 8; TPE 4, Elements 4, 7, 8

**MMSN TPEs and Elements:** TPE 2, Elements 1, 10; TPE 4, Element 1



## Rubric 2.5 — Step 2: Teach and Assess

**Essential Question:** 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?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not use informal assessment to monitor student understanding of lesson content.</p> <p><b>OR</b></p> <p>Candidate does not adjust their instruction based on informal assessment results.</p> <p><b>OR</b></p> <p>There are inaccuracies in presented content.</p>	<p>Candidate’s attempts to use informal assessment lead to an incomplete understanding of students’ content knowledge.</p> <p><b>OR</b></p> <p>Candidate’s in-the-moment adjustments focus on the students’ <a href="#">lower-order thinking skills</a> (memorize, duplicate, repeat, define), resulting in a limited view of the students’ deep learning of content.</p> <p><b>OR</b></p> <p>Candidate makes inadequate <b>and/or</b> inappropriate adjustments to their instruction.</p>	<p>Candidate uses informal assessment to monitor and support the students’ age <b>and/or</b> developmentally appropriate higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer/generalization*) to meet the learning goal(s).</p> <p>Based on the monitoring of informal assessment results, the candidate responds in the moment by adjusting their instruction to meet the learning needs of students.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate provides adaptations (accommodations <b>and/or</b> modifications) during informal assessments for specific students to meet their unique learning needs and makes targeted adjustments to their instruction.</p> <p>Candidate provides the students multiple ways to demonstrate their learning (e.g., verbal, written, drawing, diagramming, performing) through a range of informal assessments.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate purposefully uses informal assessments to advance or deepen learning.</p> <p>Candidate administers assessments in a transparent and intellectually safe way that celebrates student progress and supports growth for all students (e.g., candidate reviews the learning goal[s] with the students so that they are aware of exactly what they are expected to know and be able to demonstrate).</p> <p>Candidate and students engage in positive dialogue** around assessment results that celebrates student progress and supports growth (e.g., candidate notes progress of learning first, then reviews what students have not yet demonstrated).</p>

\***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.

\*\*Students with moderate support needs can be expected to use idiosyncratic communicative forms (e.g., body movements, squeals and cries, expressions, behaviors) and conventional communicative forms (e.g., gestures, vocal speech-like approximations, gaze, words, non-speech symbols) to communicate for a variety of communicative purposes (e.g., requesting, protesting, greeting, commenting).

**Sources of Evidence:**

- **Part D:** Description or Blank Copy of the Informal Assessment
- **Part G:** 4 Annotated Video Clips (no more than 5 minutes each)
- **Part H:** Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)

**Content-Specific Pedagogy**

**Universal TPEs and Elements:** TPE 1, Elements 1, 8; TPE 3, Element 3; TPE 4, Elements 3, 4; TPE 5, Elements 1, 2

**MMSN TPE and Element:** TPE 5, Element 1

## Rubric 2.6 — Step 2: Teach and Assess

**Essential Question:** 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?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not provide a rubric for self-assessment.</p> <p><b>OR</b></p> <p>Candidate does not engage the students in self-assessment during the learning segment.</p>	<p>Candidate provides a rubric for self-assessment that is either:</p> <ul style="list-style-type: none"> <li>not linked to the grade-level content-specific learning goal(s)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>too broad to be helpful in the students' self-assessment of their own understanding of how they are progressing toward meeting the learning goal(s).</li> </ul> <p>Candidate provides inadequate direction or practice for the students to learn to conduct and engage in the self-assessment.</p>	<p>Candidate provides a rubric for self-assessment by which the students build their awareness of what they have learned and what they need to continue to learn to measure their own progress toward meeting the grade-level content-specific learning goal(s).</p> <p>Candidate models the use of the rubric for students and how to conduct the self-assessment.</p> <p>Candidate provides feedback based on student self-assessment results.</p>	<p><b>All of Level 3, plus:</b></p> <p>Rubric for self-assessment directs the students to analyze complex content, specific concepts, or processes that engage them in age <b>and/or</b> developmentally appropriate higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer/generalization*).</p> <p><b>OR</b></p> <p>Candidate demonstrates adaptations (accommodations <b>and/or</b> modifications) for self-assessment based on individual student assets and learning needs.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate helps individual students use self-assessment results to focus on and establish revision to improve student work (product development, understanding of process or performance).</p>

\***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.

**Sources of Evidence:**

- **Part E:** Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric
- **Part G:** 4 Annotated Video Clips (no more than 5 minutes each)
- **Part H:** Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)

**Content-Specific Pedagogy**

**Universal TPE and Element:** TPE 5, Element 3

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

## Rubric 2.7 — Step 2: Teach and Assess

**Essential Question:** How does the candidate use results of informal assessments **and/or** student self-assessment to provide 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?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not use informal assessment or student self-assessment results to provide feedback to the students.</p> <p><b>OR</b></p> <p>Candidate’s feedback is inaccurate or irrelevant.</p> <p><b>OR</b></p> <p>Candidate provides no direction to instructional support personnel in assisting students to access content during the lesson <b>and/or</b> engage with informal <b>and/or</b> student self-assessments.</p>	<p>Candidate uses informal assessment <b>and/or</b> student self-assessment results to provide feedback that either primarily focuses on student errors or minimally clarifies what the students need to do to improve or revise their work.</p> <p>Candidate’s direction to instructional support personnel results in minimal assistance to students to access content during the lesson <b>and/or</b> engage with informal <b>and/or</b> student self-assessments.</p>	<p>Candidate uses informal assessment <b>and/or</b> student self-assessment results to provide actionable feedback to the students that clarifies what was done well, where there were errors, and what the students need to do next (to improve, revise, or advance learning) to continue progress toward meeting the learning goal(s).</p> <p>Candidate facilitates instructional support personnel to assist students to access content during the lesson <b>and/or</b> engage with informal <b>and/or</b> student self-assessments.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate connects assessment feedback to student learning to draw attention to broader understandings and knowledge, skills, or abilities related to the learning goal(s).</p>	<p><b>All of Levels 3 and 4, plus:</b></p> <p>Candidate differentiates how they provide assessment feedback to the students based on individual learning needs.</p> <p>Informal assessment feedback informs continual improvement for the whole class/small learning group and leads the candidate to make purposeful decisions about next steps for student learning.</p>

### Sources of Evidence:

- **Part G:** 4 Annotated Video Clips (no more than 5 minutes each)
- **Part H:** Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)

### Content-Specific Pedagogy

**Universal TPE and Elements:** TPE 5, Elements 1, 3, 5

**MMSN TPEs and Elements:** TPE 5, Element 1; TPE 6, Element 1

## Step 3 Rubric

### Rubric 2.8 — Step 3: Reflect

**Essential Question:** How does the candidate analyze the **formal assessment** results based on the rubric and identify and describe learning patterns **and/or** trends for the students and determine what was most and least effective about their 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?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not analyze formal assessment results, or analysis of results is inaccurate.</p> <p><b>OR</b></p> <p>Candidate does not describe what was most and least effective about their instructional approach in relation to the grade-level content-specific learning goal(s).</p> <p><b>OR</b></p> <p>Candidate does not provide students with feedback.</p> <p><b>OR</b></p> <p>Candidate does not provide any description of how assessment data is to be shared with families <b>and/or</b> guardians.</p>	<p>Candidate’s analysis of formal assessment results is incomplete and results in a minimal or cursory description of students’ performance in relation to the grade-level content-specific learning goal(s). Individualized feedback is not provided.</p> <p>Formal assessment is used to identify deficits or lack in student learning capacity and is not educative (e.g., the students do not advance their knowledge by completing the assessment, no application or transfer is evidenced, the students demonstrate rote knowledge or lower-order thinking skills).</p> <p>Candidate’s analysis minimally describes what was most and least effective about their instructional approach in relation to the grade-level content-specific learning goal(s).</p> <p>Candidate provides the whole class/small learning group with feedback that is vague or minimally related to the rubric.</p> <p>Candidate minimally describes how assessment data will be shared with families <b>and/or</b> guardians.</p>	<p>Candidate’s analysis of the formal assessment results accurately describes students’ performance in relation to the rubric and identifies learning patterns <b>and/or</b> trends for the students in relation to the grade-level content-specific learning goal(s).</p> <p>Candidate’s analysis describes what was most and least effective about their instructional approach in relation to the grade-level content-specific learning goal(s).</p> <p>Candidate describes appropriate rubric-specific feedback that they provide to the whole class/small learning group and students 1, 2, and 3.</p> <p>Candidate provides sufficient evidence from the rubric of the formal assessment to describe next steps with families <b>and/or</b> guardians and the role that they may have in supporting student learning beyond the classroom.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate accurately describes learning patterns or trends for the whole class/small learning group and individuals, citing clear evidence from the 3 student work samples.</p> <p>Candidate identifies the students’ partial <b>and/or</b> developing understanding of content based on assessment findings.</p> <p>Candidate clearly articulates the role of classroom assessment and how this information can inform current and future IEP goals.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Formal assessment (product, process, or performance) is used to advance and deepen student learning through analysis and transfer of knowledge.</p> <p>Assessment is administered in a clear and positive way that celebrates student progress, allows the students to take risks, and clearly supports growth for all students as they strive to meet the grade-level content-specific learning goal(s).</p> <p>Formal assessment data empowers students to reflect on their IEP goals and articulate this information to their families <b>and/or</b> guardians.</p>

**Sources of Evidence:**

- **Part F:** Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric
- **Part I:** Formal Assessment Responses from 3 Students (products, processes, or recorded performances) that represent evidence of learning (labeled “exceeded,” “met,” and “not yet met”) with Feedback
- **Part J:** Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class/Small Learning Group and 3 Students (no more than 5 pages) (If detailed, content-specific, rubric-based feedback is not included with responses in Part I, include the feedback with this written narrative.)

**Content-Specific Pedagogy**

**Universal TPE and Elements:** TPE 5, Elements 2, 8

**MMSN TPE and Elements:** TPE 5, Elements 1, 2

## Step 4 Rubric

### Rubric 2.9 — Step 4: Apply

**Essential Question:** How does the candidate use the analysis of results from informal assessment, student self-assessment, and formal assessment to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not relate what was learned from reviewing assessment results to plan and teach the follow-up activity.</p> <p><b>OR</b></p> <p>Candidate’s rationale for the activity choice is not related to the content-specific learning goal(s) and ELD goal(s), if appropriate, taught in the learning segment.</p> <p><b>OR</b></p> <p>Citations from student responses or assessment results are not provided.</p>	<p>Candidate loosely applies what was learned from reviewing assessment results to plan and teach the follow-up activity.</p> <p><b>OR</b></p> <p>Candidate’s analysis of assessment results is limited and does not reflect class abilities in regard to the content-specific learning goal(s) and ELD goal(s), if appropriate, of the learning segment.</p> <p><b>OR</b></p> <p>Candidate’s rationale for the activity choice is unclear.</p> <p><b>OR</b></p> <p>Citations from student responses or assessment results do not align with why the activity was planned and taught.</p>	<p>Candidate applies what was learned from an analysis of results from informal assessment, student self-assessment, and formal assessment to plan and teach a content-specific follow-up activity. Either:</p> <ul style="list-style-type: none"> <li>if <b>re-teaching</b>, the candidate provides instruction in a new way, <b>and/or</b> facilitates instructional support personnel in a new way to support the students to meet content-specific learning goal(s) and ELD goal(s), if appropriate, of the activity</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>if providing an <b>extension activity</b>, the candidate provides instruction <b>and/or</b> facilitates instructional support personnel within the activity to deepen and advance student learning in relation to the content-specific learning goal(s) and ELD goal(s), if appropriate</li> </ul> <p>Candidate provides a clear rationale for the activity choice based on analysis of student responses and assessment results and cites evidence from student responses and assessment results that supports their choice of the follow-up activity.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate provides specific adaptations (accommodations <b>and/or</b> modifications) during the activity for individuals to increase access and meaningful engagement to content-specific learning goal(s) and ELD goal(s), if appropriate, and provides rationale for these adaptations (accommodations <b>and/or</b> modifications).</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Follow-up learning activity, whether a re-teaching or extension activity, is focused on deepening understanding of grade-level content knowledge, skills, <b>and/or</b> abilities through age <b>and/or</b> developmentally appropriate higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer/generalization*).</p> <p>Candidate follow-up learning activity develops academic language that clearly supports access to content-specific learning goal(s) and ELD goal(s), if appropriate.</p>



**\*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.

**Sources of Evidence:**

- **Part K:** Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description (no more than 7 pages) for the target learning group
- **Part L:** 1 Annotated Video Clip (no more than 5 minutes) of Follow-Up Instruction (Re-Teaching or Extension Activity) for the target learning group

**Content-Specific Pedagogy**

**Universal TPEs and Elements:** TPE 5, Elements 2, 3, 8; TPE 6, Element 1

**MMSN TPEs and Elements:** TPE 1, Element 4; TPE 6, Element 1

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## Submitting Your Evidence

### Preparing Your Evidence

You will submit your evidence using the Pearson ePortfolio system. To begin your work, refer to the Instructional Cycle 2 Submission Specifications on the following pages for file requirements, and save the files locally (on your computer or external storage device) for future uploading.

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

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

### Templates

Templates that include the written narrative prompts are provided upon registration in the Pearson ePortfolio system for you to document your responses. To complete the templates, you must

1. log in to your account;
2. download the word-processing template files available;
3. fill out the templates electronically;
4. upload the electronic files or scanned images with any associated evidence to the Pearson ePortfolio system; and
5. review the electronic files you uploaded to ensure that they are the correct files and that they comply with submission requirements.

As you complete these templates, carefully follow the directions on the templates and in this guide. Do not delete or alter any original text (including headers, footers, titles, directions, margins, and prompts) from the templates to gain more space to write your responses. Both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum allowed will not be read or used to determine a rubric score by the assessor.

Remember: Do not use an actual school name, the names of other adults in the classroom who support the students, or the names of any students in the evidence you submit for Cycle 2.

All personally identifiable information (e.g., last names) must be [redacted](#) on any evidence you submit.

## What to Submit

The Instructional Cycle 2 Submission Specifications on the following pages list each piece of evidence that must be submitted and provide format specifications and other important information.

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

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

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

## English Translation

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

## Instructional Cycle 2 Submission Specifications

### Step 1: Plan

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
<b>Part A:</b> Written Narrative: Contextual Information	.docx; .odt; .pdf	1	1	no more than 4 pages	<ul style="list-style-type: none"> <li>Download template.</li> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul>
<b>Part B:</b> Learning Segment Template	.docx; .odt; .pdf	1	1	N/A	<ul style="list-style-type: none"> <li>Download template.</li> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul>
<b>Part C:</b> Written Narrative: Assessment Descriptions	.docx; .odt; .pdf	1	1	no more than 7 pages (including additional materials, if necessary)	<ul style="list-style-type: none"> <li>Download template.</li> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> <li>Include additional materials as necessary (refer to the Step 1 directions) at the end of the file.</li> </ul>
<b>Part D:</b> Description or Blank Copy of the Informal Assessment	.docx; .odt; .pdf	1	1	N/A	<ul style="list-style-type: none"> <li>If your informal assessment is not a standalone document, provide the questions you will ask and/or no more than 2 pages of description of the assessment.</li> </ul>
<b>Part E:</b> Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric	.docx; .odt; .pdf	2	2	N/A	<ul style="list-style-type: none"> <li>If your student self-assessment is not a standalone document, provide the questions you will ask and the rubric you plan to use and/or no more than 2 pages of description of the assessment and rubric.</li> <li>When you upload each file for submission, you will be required to assign a label to your file, indicating whether it is the Assessment or the Rubric. Be sure that you appropriately label your materials during the upload process.</li> </ul>
<b>Part F:</b> Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric	.docx; .odt; .pdf	2	2	N/A	<ul style="list-style-type: none"> <li>If your formal assessment is not a standalone document, provide the questions you will ask and the rubric you plan to use and/or no more than 2 pages of description of the assessment and rubric.</li> <li>When you upload each file for submission, you will be required to assign a label to your file, indicating whether it is the Assessment or the Rubric. Be sure that you appropriately label your materials during the upload process.</li> </ul>

## Step 2: Teach and Assess

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
<b>Part G:</b> 4 Annotated Video Clips	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	4	4	no more than 5 minutes each	<ul style="list-style-type: none"> <li>• Before video recording, verify permission from families and/or guardians of students and from adults who appear in each video clip.</li> <li>• Provide annotations (brief text explanations attached to specific timestamped points of instruction and assessment in the video clips). Refer to the Step 2 directions for annotation requirements and video content.</li> <li>• Be sure the individuals who are actively participating are seen and heard in the video clips.</li> <li>• Ensure that the video clips are of sufficient visual and sound quality to serve as evidence.</li> <li>• When you upload your files for submission, you will be required to assign a label to each file, indicating whether it is Clip 1-Inst. &amp; Assessment of Acad. Lang. Dev., Clip 2-Student Use of Educational Technology, Clip 3-Inst. &amp; Informal Assessment, or Clip 4-Inst. &amp; Student Self-Assessment. Be sure that you appropriately label each video clip during the upload process.</li> </ul>
<b>Part H:</b> Written Narrative: Analysis of Informal and Student Self-Assessments	.docx; .odt; .pdf	1	1	no more than 3 pages	<ul style="list-style-type: none"> <li>• Download template.</li> <li>• Use Arial 11-point type.</li> <li>• Single space with 1" margins on all sides.</li> </ul>

### Step 3: Reflect

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
<b>Part I:</b> Formal Assessment Responses from 3 Students with Feedback	Written: .docx; .odt; .pdf Audio: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma Video: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	3	3	N/A	<ul style="list-style-type: none"> <li>Verify permission from families and/or guardians of students whose work is submitted.</li> <li>Submit assessment responses from 3 students that represent evidence of learning (products, processes, or recorded performances) with detailed, content-specific, rubric-based feedback to the 3 students.</li> <li>If feedback is not included with responses, include the feedback with Part J.</li> <li>To protect the privacy of the students, conceal student names on the responses that you submit.</li> <li>When you upload your assessment responses for submission, you will be required to assign a label to your file, indicating whether it is Response 1-Exceeded goal, Response 2-Met goal, or Response 3-Did not yet meet goal. Be sure that you appropriately label your materials during the upload process.</li> </ul>
<b>Part J:</b> Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class/Small Learning Group and 3 Students	.docx; .odt; .pdf	1	1	no more than 5 pages (feedback and translations, if needed, are not included in page limit)	<ul style="list-style-type: none"> <li>Download template.</li> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> <li>If detailed, content-specific, rubric-based feedback is not included with responses in Part I, include the feedback with this written narrative; feedback does not count toward the 5-page limit.</li> </ul>

### Step 4: Apply

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
<b>Part K:</b> Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description	.docx; .odt; .pdf	1	1	no more than 7 pages (translations, if needed, are not included in page limit)	<ul style="list-style-type: none"> <li>• Download template.</li> <li>• Use Arial 11-point type.</li> <li>• Single space with 1" margins on all sides.</li> </ul>
<b>Part L:</b> 1 Annotated Video Clip of Follow-Up Instruction (Re-Teaching or Extension Activity)	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	no more than 5 minutes	<ul style="list-style-type: none"> <li>• Before video recording, verify permission from families and/or guardians of students and from adults who appear in the video clip.</li> <li>• Refer to the Step 4 directions for annotation requirement and video content.</li> <li>• Be sure the individuals who are actively participating are seen and heard in the video clip.</li> <li>• Ensure that the video clip is of sufficient visual and sound quality to serve as evidence.</li> <li>• When you upload your video file for submission, you will be required to assign a label to your file, indicating the type of activity in the video clip. The system will prompt you to select either "Re-Teaching Activity" or "Extension Activity" during the upload process. Be sure that you appropriately label the type of activity you are uploading and that it matches your written narrative.</li> </ul>

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## CalTPA Glossary

This glossary contains terms as used in this version of the CalTPA Performance Assessment Guide. Reference this glossary to determine if you are using the terms appropriately in your responses to the cycle directions.

**504 Plan.** Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities and protects students from being denied participation in school programs, services, or activities solely on the basis of disability. A 504 Plan is a written document detailing the accommodations that can assist students with learning and attention issues learn and participate in the general education curriculum. Section 504 defines disability on a broader basis than does IDEA. That is why students who are not eligible for an IEP may meet the criteria for a 504 Plan. Students who meet the definition of a person with a disability under Section 504 are those who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment. The 504 Plan should include a description of the disability, the major life activity limited, the basis for determining the disability and its educational impact, and necessary accommodations.

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

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

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



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

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

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

**Asset.** An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Students are valued for what they bring to the classroom rather than characterized by what they may need to work on or lack. Therefore, what they bring to the classroom is considered an asset. Student assets include diversity in **thinking** (e.g., critical, creative, inductive, deductive, holistic, detail focused), **culture** (e.g., ethnic, racial, gender-identity), **traits** (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and **intelligences** (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), **as well as unique experiences or skills** (e.g., community-based experiences, travel, 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).**<sup>2</sup> 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.

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<sup>2</sup> <https://iris.peabody.vanderbilt.edu/resources/glossary/>

**California Content Standards and/or Curriculum Frameworks.**<sup>3</sup> These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum Frameworks, the California Preschool Learning Foundations, and the Expanded Core Curriculum for Students with Visual Impairments.

**California English Language Development Standards (CA ELD Standards).** The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.<sup>4</sup>

**California Preschool Curriculum Frameworks.**<sup>5</sup> These frameworks enrich learning and development opportunities for all of California’s preschool children. They include ideas for how to intentionally integrate learning into children’s play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children’s knowledge, skills, needs, and interests.

**California Preschool Learning Foundations.**<sup>6</sup> 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.

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<sup>3</sup> 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>

<sup>4</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

<sup>5</sup> <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

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

**California Teaching Performance Expectations (TPEs).**<sup>7</sup> 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.<sup>8</sup>

**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 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.

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<sup>7</sup> <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0>

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

**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](#).”<sup>9</sup>

**Deficit thinking.** Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.<sup>10</sup> 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.”<sup>11</sup>

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

**Designated English Language Development.** A protected time during the school day when teachers use the California English Language Development Standards (CA ELD Standards) as the focal standards in ways that build into and from content instruction.<sup>12</sup>

**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.

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<sup>9</sup> Darling-Hammond, L., Oakes, J., Wojcikiewicz, S., Hyler, 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.

<sup>10</sup> Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

<sup>11</sup> Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

<sup>12</sup> ELA/ELD Framework, 2014

**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.<sup>13</sup>

**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 TPEs<sup>14</sup> are the expectations for knowledge, skills, and abilities that a new education specialist candidate should be able to demonstrate upon completion of a California-accredited teacher preparation program. The TPEs have six domains including Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. These are identical to the six domains of the California Standards for the Teaching Profession (CSTPs) used to guide induction programs, leading to a clear teaching credential.

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

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

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<sup>13</sup> Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) <https://sites.ed.gov/idea/regs/b/a/300.8>

<sup>14</sup> [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

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.”<sup>15</sup> 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).**<sup>16</sup> 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

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<sup>15</sup> <https://www.cde.ca.gov/sp/se/sr/taskforce2015-evidence.asp>

<sup>16</sup> 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>



identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. See also “[HIPAA](#).”

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

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

**Funds of knowledge.** Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133).<sup>17</sup> 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

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<sup>17</sup> 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.

classrooms in order to provide culturally responsive and meaningful lessons that tap students' prior knowledge. Information that teachers learn about their students in this process is considered the students' funds of knowledge.

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

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

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

**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)<sup>18</sup> 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

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<sup>18</sup> <https://my.vanderbilt.edu/spedteacherresources/high-leverage-practices-in-special-education/>



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).<sup>19</sup>

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

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

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

**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.<sup>20</sup> See also “[support personnel](#).”

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<sup>19</sup> <https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

<sup>20</sup> Source: <https://iris.peabody.vanderbilt.edu/>

**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.<sup>21</sup>

**Interpretive.** Relating to comprehension and analysis of written and spoken texts.<sup>22</sup>

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

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

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

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

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

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

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<sup>21</sup> ELA/ELD Framework, 2014

<sup>22</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.<sup>23</sup>

**Multi-Tiered System of Supports (MTSS).** An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

**Non-classroom.** An educational context that occurs mostly in community environments and provides students “real life experiences.” The goal is to provide a variety of hands-on learning opportunities that will allow students to practice essential skills. It will also determine the need for further instruction. All activities in the community support post-secondary education, employment, life skills, and independent living goals.<sup>24</sup>

**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.

**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

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<sup>23</sup> Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (c) (7) <https://sites.ed.gov/idea/regs/b/a/300.8>

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

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 support<sup>25</sup> 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 students<sup>26</sup> are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

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

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

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<sup>25</sup> <https://www.edglossary.org/academic-support/>

<sup>26</sup> 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/](https://www.redorbit.com/news/education/246708/the_cultural_identity_of_students_what_teachers_should_know/)

**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).<sup>27</sup>

**Universal Design for Learning (UDL).**<sup>28</sup> A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

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

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<sup>27</sup> National Association for Gifted Children <https://www.nagc.org/resources-publications/resources-parents/twice-exceptional-students>

<sup>28</sup> <https://udlguidelines.cast.org>