



CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Candidate Handbook





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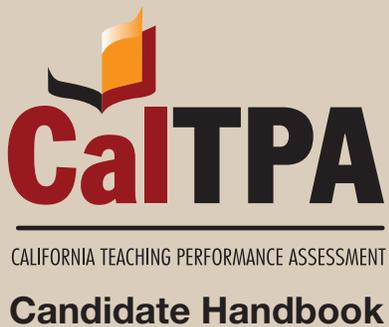
This Candidate Handbook is designed to help you understand and move successfully through the California Teaching Performance Assessment (CalTPA). You will complete four performance tasks at different stages during your teacher preparation program.

This Handbook provides an overview of the CalTPA process, an explanation of the four performance tasks, and guidance about the choices and decisions you will need to make as you complete each of the four performance tasks. Each chapter related to an individual task provide you with more in-depth information about the CalTPA, including an overview of the task itself, the Teaching Performance Expectations (TPEs) measured by that task, and directions for completing the task. You will also find a glossary of educational terms used in the CalTPA, a complete list of the Teaching Performance Expectations, and additional resources to help you as you form your task responses.

As you prepare for each performance task of the CalTPA, rereading the relevant chapters of this Handbook will remind you of how the task fits within the assessment as a whole, and will help prepare you to respond to each of the four tasks. For further assistance, contact your teacher preparation program.

CHAPTER 1

Overview of the California Teaching Performance Assessment (CalTPA)





Chapter 1 of the CalTPA Candidate Handbook

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Overview of the California Teaching Performance Assessment (CalTPA)

Senate Bill 2042 (Chapter 548, Statutes of 1998) and Senate Bill 1209 (Chapter 517, Statutes of 2006) require all multiple and single subject credential candidates attending California preliminary teacher preparation programs to pass a Teaching Performance Assessment (TPA). This assessment is designed to give you the opportunity to develop, refine, and demonstrate your teaching knowledge, skills, and abilities during your teacher preparation program.

The CalTPA is aligned with the state-adopted academic content standards for students, as well as with state content frameworks, the *California Standards for the Teaching Profession* and the *Teaching Performance Expectations (TPEs)*. The CalTPA is part of a three-year preparation cycle of growth and development for beginning teachers that includes preliminary credential preparation as well as induction.

The California Teaching Performance Assessment (CalTPA) incorporates four performance tasks that increase in complexity but not necessarily in difficulty. These tasks are intended to be completed as you progress through your teacher preparation program. Each teacher preparation program decides how and where each task is embedded in the program coursework and/or related program activities.

Taken as a whole, the four performance tasks will ask you to demonstrate that you know how to:

- *find out information about a given class and about specific focus students within the class such as an English learner or a student with identified special needs*
- *plan appropriate subject-specific instruction for all students in alignment with state-adopted K-12 student academic content standards and/or frameworks*
- *implement the instruction according to the lesson plans you have developed, and reflect upon the outcomes of that instruction, including evidence of student learning*
- *design and implement assessment activities appropriate to the lesson and to the learners, and use the assessment results to inform the next round of lesson planning*
- *reflect upon your own professional growth as a member of the teaching profession*

The TPA and is designed to be both formative and summative, in that the TPA process will provide you with formative feedback during each task about your performance, and, at the conclusion of the four tasks, will serve as a summative criterion for recommendation for the teaching credential.

All multiple and single subject teacher candidates must successfully complete the TPA in order to be recommended for a preliminary teaching credential. After receiving your preliminary credential, and upon employment in a teaching position, you will participate in an approved induction program leading to a clear credential. The results of the CalTPA will help inform your Individual Induction Plan (IIP), an important basis for the support you will receive during the induction period.

All materials and information necessary for you to complete the CalTPA are available and are public. You will have the opportunity to review the four tasks and their scoring rubrics before you begin the

CaITPA OVERVIEW

assessment. The formative aspect of the CaITPA system allows you to confer with, collaborate with, and receive support from both instructors and peers while preparing for the CaITPA. To complete the assessment, however, you must submit an individual response to each task that represents your own unaided work.

The California Commission on Teacher Credentialing (CTC), along with the Educational Testing Service (ETS) and experienced California educators, developed the CaITPA to measure the knowledge, skills and abilities needed by a beginning teacher. It is important that you become familiar with California's *Teaching Performance Expectations (TPEs)* that describe what beginning California teachers need to know and be able to do before being recommended for a preliminary credential. Your teacher preparation program will introduce you to the TPEs and will give you multiple opportunities to become familiar with them. The TPEs are organized into six domains, as shown below. The complete text of the TPEs is provided in Appendix A and can also be downloaded from www.ctc.ca.gov.

You should review the relevant TPEs addressed by a specific CaITPA task both before you begin and again periodically as you prepare your responses to the task. Aspects of specific TPEs measured in each task are listed in the directions for the task. You will note that only TPE 12, which pertains to professional, legal, and ethical obligations, is not measured within the CaITPA. TPE 12 will be measured in other ways by your teacher preparation program.

California's Teaching Performance Expectations At A Glance *(with salient features)*

A. Making Subject Matter Comprehensible to Students

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

- a. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
 - *Understanding the state-adopted academic content standards*
 - *Understanding how to teach the subject matter in the standards*
 - *Planning instruction that addresses the standards*
 - *Demonstrating the ability to teach to the standards*
- b. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
 - *Understanding the state-adopted academic content standards*
 - *Understanding how to teach the subject matter in the standards*
 - *Planning instruction that addresses the standards*
 - *Demonstrating the ability to teach to the standards*

B. Assessing Student Learning

TPE 2 – Monitoring Student Learning During Instruction

- *Determining student progress toward achieving the state-adopted academic content standards*
- *Using instructional strategies and techniques to support students' learning*

TPE 3 – Interpretation and Use of Assessments

- *Understanding a range of assessments*
- *Using and interpreting a range of assessments*
- *Giving feedback on assessment results*

C. Engaging and Supporting Students in Learning

TPE 4 – Making Content Accessible

- *Addressing state-adopted academic content standards*
- *Prioritizing and sequencing content*
- *Selecting and using various instructional strategies, activities, and resources to facilitate student learning*

TPE 5 – Student Engagement

- *Understanding of academic learning goals*
- *Ensuring active and equitable participation*
- *Monitoring student progress and extending student thinking*

TPE 6 Developmentally Appropriate Teaching Practices

- a. Developmentally Appropriate Practices in Grades K-3
 - *Understanding important characteristics of the learners*
 - *Designing instructional activities*
 - *Providing developmentally appropriate educational experiences*
- b. Developmentally Appropriate Practices in Grades 4-8
 - *Understanding important characteristics of the learners*
 - *Designing instructional activities*
 - *Providing developmentally appropriate educational experiences*
- c. Developmentally Appropriate Practices in Grades 9-12
 - *Understanding important characteristics of the learners*
 - *Designing instructional activities*
 - *Providing developmentally appropriate educational experiences*

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TPE 7 – Teaching English Learners

- *Understanding and applying theories, principles, and instructional practices for English Language Development*
- *Understanding how to adapt instructional practices to provide access to the state-adopted student content standards*
- *Drawing upon student backgrounds and language abilities to provide differentiated instruction*

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8 – Learning about Students

- *Understanding child and adolescent development*
- *Understanding how to learn about students*
- *Using methods to learn about students*
- *Connecting student information to learning*

TPE 9 – Instructional Planning

- *Establishing academic learning goals*
- *Connecting academic content to the students’ backgrounds, needs, and abilities*
- *Selecting strategies/activities/materials/resources*

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10 – Instructional Time

- *Allocating instructional time*
- *Managing instructional time*

TPE 11 – Social Environment

- *Understanding the importance of the social environment*
- *Establishing a positive environment for learning*
- *Maintaining a positive environment for learning*

F. Developing as a Professional Educator

TPE 12 – Professional, Legal, and Ethical Obligations

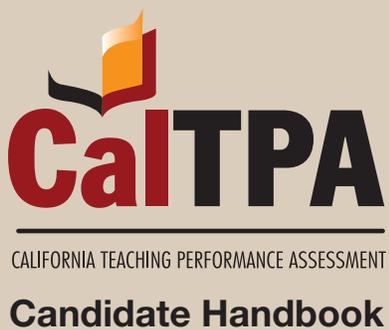
- *Taking responsibility for student academic learning outcomes*
- *Knowing and applying professional and ethical obligations*
- *Knowing and applying legal obligations*

TPE 13 – Professional Growth

- *Evaluating teaching practices and subject matter knowledge*
- *Using reflection and feedback to improve teaching practice and subject matter knowledge*

CHAPTER 2

Overview of the Four CalTPA Tasks and the Task Directions





Chapter 2 of the CalTPA Candidate Handbook

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Overview of the Four CalTPA Tasks and the Task Directions

Each of the four CalTPA tasks is designed to measure aspects of the TPEs and to reflect what beginning teachers should know and be able to do before receiving a preliminary credential. The CTC, Educational Testing Service, and professional teacher educators from California teacher preparation programs designed and tested pilot versions of the four performance tasks to ensure that the final CalTPA tasks are fair and equitable for all preliminary credential candidates.

A. The Tasks

The *Subject-Specific Pedagogy* Task

In this task, you will demonstrate your knowledge of principles of content-specific developmentally-appropriate pedagogy. You will complete the version of this task corresponding to the credential for which you are preparing.

Each *Subject-Specific Pedagogy* task version contains four case studies. The case studies address subject-specific and developmentally-appropriate pedagogy, assessment practices, adaptation of content for English learners, and adaptation of content for students with special needs. You will respond in writing to each of the four case studies and submit your response to your teacher preparation program as directed by your program. This task does not require interaction with actual K-12 students.

The *Designing Instruction* Task

In this task, you will be working with K-12 students as you demonstrate your ability to learn important details about a classroom of students, including focusing on an English learner and a student who presents a different instructional challenge. You will plan instruction that is shaped by and addresses those student characteristics, and you will demonstrate your ability to connect learning about students to your instructional planning. You will also reflect on your planning process and its outcomes. You will submit your completed response and any supporting artifacts and/or documentation to your teacher preparation program as directed by your program.

The *Assessing Learning* Task

In this task, you will demonstrate your ability to select a unit of study, identify related learning goals, and plan and implement standards-based, developmentally-appropriate student assessment activities for a group of students. In addition, you will demonstrate your ability to assess student learning, diagnose student needs based on student responses to the assessment activity, and show, after reflection, how you would apply this information to your future planning for these students.

Within the task, you will also demonstrate your ability to make assessment adaptations for two focus students: an English learner and a student with identified special needs. You will score, review, and analyze evidence of student learning and you will reflect on the assessment implications of this evidence. You will submit to your teacher preparation program as directed by your program all of the following: your completed response, copies of the assessment(s), selected student assessment responses, and scoring scales, rubrics, and/or scoring guides as appropriate to the content area.

GENERAL TASK DIRECTIONS

The Culminating Teaching Experience Task

In this task you will demonstrate your ability to design a lesson based on state-adopted academic content standards for students and/or frameworks, and then implement that lesson while making appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class, managing instruction and student interaction, assessing student learning, and analyzing the strengths and weaknesses of the lesson. In addition, you will demonstrate your ability to make lesson adaptations for two focus students, to analyze evidence of student learning, and to reflect upon your instruction. The two focus students will be an English learner and a student who presents a different instructional challenge.

You will submit to your teacher preparation program as directed by your program your completed response, which includes your reflection upon the lesson and on student learning, a video of the lesson you taught, instructional and/or assessment artifacts and/or documentation, and samples of student work.

B. Directions for the Four CalTPA Performance Tasks

Each performance task has a specific set of directions. Each set of directions is organized to convey the information you need along with identifying the important decisions you have to make in order to submit a succinct and thoughtful response to the tasks. Task directions are organized as follows:

1. What is Being Measured

As you begin a task, you will need to know what is being measured and what you will be asked to do. The “What Is Being Measured” section in each set of task directions specifies which TPEs are addressed in the task. Read the complete text for each specified TPE before you begin and review the TPEs again periodically as you prepare your response. You should also review the task-specific scoring rubrics provided within the task directions. The scoring rubrics are based on the TPEs addressed by each task, organized by domains.

2. Completing Your Task Response

Each task is organized as a sequence of steps that represent key ideas. You will find these key ideas in the “Completing Your Response” section in each set of task directions. A checklist summarizes the key activities you need to complete along with what you might consider and reflect upon as you develop your responses. The information will help you to think about the larger ideas represented in the task and to track your progress through the task.

As you begin thinking about lesson selection and lesson development, choosing the simplest lesson or working with only the highest-achieving students may not necessarily be to your advantage. Your choices should take into account the factors that will maximize your opportunity to demonstrate the range of your knowledge, skills and abilities as a teacher. In the set of directions for each performance task, important choices will be identified along with guidance about what you should consider before making your decision(s). The focus of each task is on your teaching practice, not on the students’ level of performance.

3. How Your Response is Scored

The suggestions in this section of the directions help you address the scoring criteria. Each performance task measures specific aspects of several *Teaching Performance Expectations*. Collectively, the four tasks as a whole measure all of the six domains of the TPEs. Task-specific rubrics related to the TPEs covered within a particular task are included as a part of the task directions. You should read the task-specific rubric as well as the relevant TPEs for each task before you begin and again periodically as you prepare your response.

The scoring rubrics have four performance score levels ranging from a low of “1” to a high of “4.” You should carefully review the scoring rubrics so that you understand what each level of performance on the task looks like in practice. Your teacher preparation program will inform you of the minimum passing score established by your program (see Chapter 8 of this Handbook for program-specific information).

CalTPA assessors are carefully trained to apply the scoring rubric to your response. Your response will be judged on the extent to which it provides clear, consistent, and convincing evidence of your teaching knowledge, skills, and abilities for those domains. Keep in mind that each task response is scored independently of your responses to the other tasks, and responses to different tasks may not be scored by the same assessor.

4. Making Choices (for the *Designing Instruction, Assessing Learning, and Culminating Teaching Experience Tasks*)

Once you understand what is being measured and are familiar with what you need to do to complete your response, you will have to make some important choices. The four inter-related yet separate tasks of the CalTPA are sequenced, and increase in complexity as you move through them. As the tasks increase in complexity, there are more choices and decisions to make about how to respond to the prompts.

With the exception of the *Subject-Specific Pedagogy* task, you will be working with K-12 students in order to complete the tasks. You will use actual student data that you collect and you will make instructional decisions based on that information along with your knowledge of appropriate instructional practices for that content area/grade level as well as for the particular students in the class. You will need to choose different focus students for the various CalTPA tasks and you will be asked to address the needs of a range of learners including an English learner, a student with identified special needs, and a student who presents a different instructional challenge.

Information about “Making Choices” in each set of directions identifies the important choices for the task and helps you to think about what to consider as you make those choices.

If you are a Multiple Subject Preliminary Credential candidate, you should select a different core curriculum area (i.e., English/language arts, mathematics, history/social science or science) as the content area for the *Designing Instruction, Assessing Learning, and Culminating Teaching Experience* tasks. Your teacher preparation program will provide guidance in selecting the specific content areas for each of these three tasks (see Chapter 8 of this Handbook for program-specific information).

GENERAL TASK DIRECTIONS

If you are a Single Subject Preliminary Credential candidate, you should select three different topics within your content area and three different classrooms of students, one for each task.

When selecting focus students, all candidates, whether Multiple or Single Subject, should select different focus students for each of the CalTPA tasks.

5. Video of the Lesson (*Culminating Teaching Experience Task Only*)

This section of the task directions will provide information about video processes and student/adult release forms.

C. Organizing Your Responses to Each Performance Task

1. Constructing a High Quality Response

Teaching is complex and involves the interplay of information about student characteristics, subject matter, teaching pedagogy, and resources. The tasks have been organized into steps to assist you in moving sequentially through the various task activities.

It is important to remember that the only information available to assessors is what you provide in your response to the questions of each task, instructional artifacts and/or documentation, including student work samples, and the video in the *Culminating Teaching Experience* task. Therefore, you should read each task prompt carefully and respond fully.

2. Preparing Your Written Responses

Throughout the assessment process, you will be asked to describe, analyze, explain, and/or reflect. It is essential to preparing your written responses to each task that you understand the difference between *descriptive writing* and *analytical writing*. This brief review is included to assist you in thinking about constructing your response to the task questions in order to fully present your understanding and reflection about your teaching practice.

Descriptive writing: A “description” is a retelling of a situation or event. It is meant to “set the scene” for assessors. A descriptive response should be logically ordered and detailed enough to allow an assessor to have a basic sense of what you will do, who your students are, and/or your specific situation. The information should include enough detail for a reader to see, as you see, whatever is described, but there should not be so much detail as to overwhelm an assessor with information. When you read a prompt that asks you to describe, state, or list, or that asks “what” or “which”, those words are a cue for a descriptive response. Your description should be clear and detailed enough to allow someone who is not familiar with your class to visualize and understand what you are describing.

Analytical writing: Analysis is grounded in concrete evidence and deals with reasons, rationales, and interpretations of data and information. An analytic response shows the assessor the thought processes that you used to arrive at your decision(s) along with the information and data that you considered.

Reflection is also analysis but is focused on self-analysis. Reflection in the CalTPA is a structured thought process that involves thinking about a past instructional experience and/or about future practice. This type of thinking allows you to consider other possibilities in light of your experience and collected evidence. If you had an opportunity to re-teach or to modify instruction for a future lesson, what would you do the same, what might you do differently, or not do at all? In the CalTPA, reflection is a focused analysis of one's teaching practice.

When responding to an analysis or reflection prompt, the focus of your response is on **why**. Questions asking **how**, **in what ways**, or **why** require analysis. Giving your reason, rationale, or interpretation explains why you made certain decisions or drew certain conclusions. In order for an assessor to understand your reasoning or interpretation, he or she must also know what evidence you considered and must have access to that same evidence. For example, if you base your analysis on the results of a lesson, it is not sufficient to say, "The lesson was successful." The evidence that you considered in drawing that conclusion, such as a student work sample(s) or test results, must be available to the assessor along with your analysis and interpretation of that evidence. Your analysis should be backed up with specific evidence or examples explaining how they influenced your understanding.

You should respond to each task step in sequential order. As you complete a step, you may refer to your responses in previous steps. Each step should build on the ones before.

3. Anonymity of CalTPA Artifacts and Evidence

In all of the materials you submit with your task responses such as assessment and instructional artifacts, student work, and class video, you must refer to yourself as well as to other persons in a way that protects each person's anonymity. This means that **your written materials, student work samples, and instructional artifacts should not show the name of any person**. Exceptions include **Permission Forms**, which must contain full names and full signatures. **All release forms must be submitted with the task responses**. Make a copy of the release forms for your records.

The following section provides guidelines about how to refer to people, institutions, and places in your task responses, student work samples, and instructional artifacts. If you refer to:

Yourself:

Be sure that your name is removed from student work and from instructional artifacts or documentation.

Children or Students

Refer to the students by assigning them a number. Example: "Student 1."

Parents or Legal Guardians

Refer to these adults by noting the relationship to the student. Example: "Student 1's mother." The same kind of anonymity should be used for parents and legal guardians as for students.

GENERAL TASK DIRECTIONS

Other Teachers, School Employees, Principals, Administrators, or Supervisors

Use “the principal” or “a colleague” when referring to the person. For example, “A colleague, one of the fourth grade teachers...”

Your Professional Preparation Program, School District, or Facility Name

Do not identify the name of your professional preparation program. When referring to school districts or to schools, identify only the school level. Do not identify the school name or location. Example: “My elementary school site.”

CHAPTER 3

The Subject-Specific Pedagogy Task



CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Candidate Handbook



Chapter 3 of the CalTPA Candidate Handbook

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The *Subject-Specific Pedagogy* Task

Information for All Candidates

Purpose of the Task

In this task, you will demonstrate your knowledge of principles of content-specific and developmentally-appropriate pedagogy. The task has multiple versions in order to meet the needs of both multiple subject candidates and candidates for single subject credentials. You will review and complete the version of this task appropriate to the credential for which you are preparing.

Each *Subject-Specific Pedagogy* task version contains four case studies. The case studies address subject-specific and developmentally-appropriate pedagogy, assessment practices, adaptation of content for English learners, and adaptation of content for students with special needs. You will respond in writing to each of the four case studies and submit your response to your teacher preparation program.

The following general information applies to the subject-specific pedagogy task for all candidates, regardless of grade level or content area. Directions for completing the task as applicable to multiple subject candidates and to single subject candidates are provided separately following the general information.

A. Task Overview

You are given:

Four distinct case studies with accompanying questions to guide your responses on the topics listed below:

- Case Study 1 Subject-Specific and Developmentally-Appropriate Pedagogy
- Case Study 2 Assessment Practices
- Case Study 3 Adaptation of Subject-Specific Pedagogy for English learners
- Case Study 4 Adaptation of Subject-Specific Pedagogy for Students with Special Needs

You submit:

- A description and explanation of instructional strategies and student activities you would choose that address the subject-specific, content-based learning goals and developmental needs of the students.
- An analysis of an assessment plan presented and analyze how a suggested additional assessment might provide additional student assessment information.
- An adaptation of the subject-specific pedagogy for English learners, including identifying learning needs, strategies or activities, content accessibility, and assessment strategies.
- An adaptation of the subject-specific pedagogy for students with special needs, including identifying strategies or activities, content accessibility, and assessment strategies.

SUBJECT-SPECIFIC PEDAGOGY TASK

B. What is Being Measured

The following six *Teaching Performance Expectations* are measured in this task:

Making Subject Matter Comprehensible to Students

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning

TPE 3 - Interpretation and Use of Assessments

Engaging and Supporting Students in Learning

TPE 4 - Making Content Accessible

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 7 - Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 9 - Instructional Planning

Relationship of the TPEs to the Subject-Specific Pedagogy Task

Candidate Competencies	TPE	Domain
Demonstrate an understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards and/or frameworks to all students.	TPE 1 Specific Pedagogical Skills for Subject Matter Instruction	A. Making Subject Matter Comprehensible to Students
Understand the purposes and relevant uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction. Demonstrating an understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors.	TPE 3 Interpretation and Use of Assessments	B. Assessing Student Learning

Candidate Competencies	TPE	Domain
<p>Incorporate developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards and/or frameworks.</p>	<p>TPE 4 Making Content Accessible</p>	<p>C. Engaging and Supporting Students in Learning</p>
<p>Adapt instructional strategies to provide access to the state-adopted student academic content standards and/or frameworks for all students.</p>	<p>TPE 6 Developmentally Appropriate Teaching Practices</p>	
<p>Know and apply instructional practices for English Language Development.</p>	<p>TPE 7 Teaching English Learners</p>	
<p>Plan instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards and/or frameworks .</p> <p>Select or adapt instructional strategies and student activities that assist students to achieve learning goals and meet all students’ needs.</p>	<p>TPE 9 Instructional Planning</p>	<p>D. Planning Instruction and Designing Learning Experiences for Students</p>

Hint: Review the complete text of these seven Teaching Performance Expectations before you begin, again periodically as you prepare your response to this task, and as a final check before submitting your response.

SUBJECT-SPECIFIC PEDAGOGY TASK

C. Completing Your Task Response

Note: Before completing your response, you should read through all of these directions and all of the questions and prompts provided within the task. You should also review the guidelines provided in Chapter 2 concerning preparing your written responses.

Type your responses in the boxes provided. The boxes will expand as you type.

For **Case Study 1: “Subject-Specific and Developmentally-Appropriate Pedagogy,”** you will demonstrate your ability to understand the connection between information about a class and designing subject-specific, developmentally-appropriate instructional activities. In order for you to complete this part of your response, you will:

- Read the “Elements of a Learning Experience in a Unit,” “Class Description,” and “Developmental Needs of the Students,” all of which are provided.
- Describe one or more combinations of instructional strategies and student activities that address both the academic content goals and the developmental needs of the students in this case study.
- Explain why the instructional strategies and student activities that you have described are appropriate for the students, describe how you would use the instructional resources, address the pedagogy relevant to the particular content area, address students’ developmental needs, and help students make progress toward achieving the state-adopted student academic content standards and/or frameworks.

For **Case Study 2: “Assessment Practices,”** you will demonstrate your ability to understand and use a variety of informal and formal assessments, as well as formative and summative assessments, to determine students’ progress and plan instruction. You will also demonstrate your ability to use multiple measures to assess student knowledge, skills, and behaviors. In order for you to complete this step of your response, you will:

- Read the “Elements of a Learning Experience in a Unit,” “Assessment Plan,” and “Teacher Reflection on Student Assessment of This Task,” all of which are provided.
- Analyze the given assessment plan, identifying the strengths and weaknesses of the plan in relation to the academic learning goals of the unit.
- Read the “Additional Assessment” provided.
- Describe how the additional assessment could improve the plan and enhance the student assessment information available to the teacher.

For **Case Study 3: “Adaptation of Subject-Specific Pedagogy for English Learners,”** you will demonstrate your knowledge of pedagogical theories, principles, and instructional practices for advancing English learner students’ English language development. You will also demonstrate your ability to analyze a given student’s specific learning needs and to plan differentiated instruction to meet those needs. In order for you to complete this step of your response, you will:

- Read the “Elements of a Learning Experience for 2 Days in a Unit,” “Outline of Plans for Days 1 and 2,” and the “Student Description,” including the “Written Response” and the “Transcript of Oral Response,” all of which are provided.

- Identify two specific learning needs the student has as an English learner.
- Identify a strategy or activity from the outline of plans that would be challenging for the student.
- Suggest an adaptation to the strategy or activity and explain how it would be effective in supporting the student’s academic progress and English language development.
- Identify an assessment you would use to monitor the student’s progress, and give a rationale for your choice.
- Describe the next steps in facilitating the student’s English language development.

CELDT: Early Intermediate — Students performing at this level of English-language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

For **Case Study 4: “Adaptation of Subject-Specific Pedagogy for Students with Special Needs,”** you will demonstrate your ability to understand the connection between information about a student with identified special needs and adapting lessons for this student. In order for you to complete this step of your response, you will:

- Read the “Elements of a Learning Experience for 3 Days in a Unit,” the “Outline of Plans for Days 3, 4, and 5,” and the “Student Description,” all of which are provided.
- Identify those parts of the plan that would be challenging for the student, considering his/her learning disability and other learning needs.
- Describe adaptations to the plan to meet the needs of the student and explain why they would be effective for this student and this content.
- Identify an assessment you would use to monitor the student’s progress, and give a rationale for your choice.

SUBJECT-SPECIFIC PEDAGOGY TASK

D. How Your Response Is Scored

Your response to this task will be judged on the extent to which it provides **clear, consistent, and convincing evidence** of your ability to connect student characteristics to instructional planning. There are four performance score levels, from a low of 1 to a high of 4. Your task response will be scored by a trained assessor and will be given a single overall performance level score. The criteria for each of the four score levels are provided below, first in summary version for quick reference, and then in the complete Subject-Specific Pedagogy Task Rubric.

Key Score Level Criteria: A Quick Reference

Score Level 4	Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response
Score Level 3	Evidence is appropriate, relevant, or accurate; connected across the response
Score Level 2	Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent
Score Level 1	Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response

E. The Scoring Rubric

Score Level 4: The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate uses and adapts strategies and activities for instruction, as evidenced by:

- incorporating relevant subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s)
- knowing and applying relevant and appropriate instructional practices for English Language Development
- adapting relevant and appropriate instructional strategies to provide access to the state-adopted student academic content standards or framework(s) for all students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate knows the state-adopted student academic content standards or state-adopted framework(s) as evidenced by:

- demonstrating relevant, detailed, and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or state-adopted framework(s) for all students

ASSESSING STUDENT LEARNING

TPE 3

The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:

- understanding clearly and accurately the purposes and relevant uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating an appropriate and relevant understanding of multiple measures that can be used to assess students’ knowledge, skills, and behaviors

SUBJECT-SPECIFIC PEDAGOGY TASK

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 9

The candidate uses student information to plan instruction, as evidenced by:

- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards or state-adopted framework(s)
- selecting or adapting relevant and appropriate instructional strategies and student activities that assist students to achieve learning goals and meet all students' needs

Score Level 3: The response provides evidence that clearly demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments; to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate uses and adapts strategies and activities for instruction, as evidenced by:

- incorporating subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s)
- knowing and applying appropriate instructional practices for English Language Development
- adapting appropriate instructional strategies to provide access to the state-adopted student academic content standards or state-adopted framework(s) for all students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate knows the state-adopted student content standards or state-adopted framework(s), as evidenced by:

- demonstrating accurate understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or framework(s) to all students

ASSESSING STUDENT LEARNING

TPE 3

The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:

- understanding accurately the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating a relevant understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 9**

The candidate uses student information to plan instruction, as evidenced by:

- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards or framework(s)
- selecting or adapting appropriate instructional strategies and student activities that assist students to achieve learning goals and meet students' needs

Score Level 2: The response provides evidence that partially demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments; to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs based on information given. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 4, 6, 7**

The candidate minimally uses and adapts strategies and activities for instruction as, evidenced by:

- incorporating instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s) in an ambiguous or minimal manner
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development
- adapting instructional strategies to provide access to the state-adopted student academic content standards or framework(s) for students in an ambiguous or inconsistent manner

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**TPE 1**

The candidate has minimal knowledge of the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:

- demonstrating cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or state-adopted framework(s) to students

SUBJECT-SPECIFIC PEDAGOGY TASK

ASSESSING STUDENT LEARNING

TPE 3

The candidate minimally uses assessment to inform instruction and feedback strategies, as evidenced by:

- a minimal or vague understanding of the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating a cursory or limited understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 9

The candidate minimally uses student information to plan instruction, as evidenced by:

- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted student academic content standards or framework(s) for students
- selecting or adapting instructional strategies and student activities that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

Score Level 1: The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate insufficiently uses and adapts strategies and activities for instruction as evidenced by:

- incorporating developmentally inappropriate or no instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s)
- knowing and applying inappropriate or no instructional practices for English Language Development
- adapting inappropriate or no instructional strategies to provide access to the state-adopted student academic content standards or framework(s) for students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**TPE 1**

The candidate has insufficient knowledge of the state-adopted student academic content standards or state-adopted framework(s) as evidenced by:

- demonstrating inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or state-adopted framework(s) to students

ASSESSING STUDENT LEARNING**TPE 3**

The candidate insufficiently uses assessment to inform instruction and feedback strategies as evidenced by:

- understanding inaccurately or not at all the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating an irrelevant or no understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 9**

The candidate insufficiently uses student information to plan instruction as evidenced by:

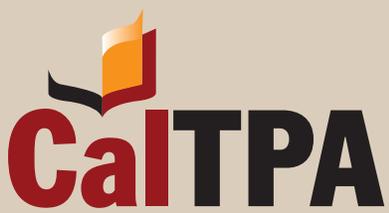
- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or not in accordance with state-adopted student academic content standards or framework(s) for students
- selecting or adapting inappropriate or no instructional strategies and student activities that assist students to achieve learning goals or meet students' needs

F. The Subject-Specific Pedagogy Task

Please consult Appendix B for the version of the task that corresponds to your credential objective.

CHAPTER 4

The *Designing Instruction* Task



CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Candidate Handbook



Chapter 4 of the CalTPA Candidate Handbook

Is covered by this Handbook's

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The *Designing Instruction* Task

Information for All Candidates

Purpose of the Task

In this task, you will demonstrate your ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. You will plan instruction that is shaped by and addresses those student characteristics, and you will demonstrate your ability to connect learning about students to instructional planning. You will submit your completed response to your teacher preparation program.

The *Designing Instruction* task requires you to make appropriate connections between what you know about the students in your class to instructional planning for those students. You will focus on how your instructional plan connects to the student characteristics of your whole class and to two focus students, an English learner and a student who presents a different instructional challenge.

A. Task Overview

You are given:

A five-step set of directions to guide your instructional planning based on information you have about your class and two focus students within your class:

Step 1: Academic Content Selection and Learning about Students

- A. Academic content selection
- B. Student characteristics

Step 2: Learning about Two Focus Students

- Student 1: An English learner
- Student 2: A student who presents a different instructional challenge

Step 3: Planning for Academic Instruction for the Whole Class

Step 4: Lesson Adaptations for the Two Focus Students

- Student 1: An English learner
- Student 2: A student who presents a different instructional challenge

Step 5: Reflection on Connecting Instructional Planning to Student Characteristics

The following chart summarizes the information that should be covered in your responses to each of the task steps.

DESIGNING INSTRUCTION TASK

Task Step	Information to be Provided in Your Response
Step 1: Academic Content Selection and Learning about Students	Identify the subject/content area, subject matter selection and unit goals. Describe the students' characteristics and how you use this information about students to plan your instruction.
Step 2: Learning about Two Focus Students	For Student 1, an English learner, and for Student 2, a student who presents a different instructional challenge, describe what you learned about each of the students and explain how the information will influence your instructional planning.
Step 3: Planning for Academic Instruction for the Whole Class	Identify the relevant state-adopted academic content standards or frameworks that will be covered within the lesson, and indicate the specific learning goal(s) of lesson . Describe the lesson. Explain the appropriateness of the lesson's content for your students.
Step 4: Lesson Adaptations for the Two Focus Students	Indicate the adaptations you would make to your instructional plan for the two focus students.
Step 5: Reflection on Connecting Instructional Planning to Student Characteristics	Write your reflective thoughts about what you learned through this instructional planning process and its impact on your future planning.

You submit:

- Information about your selected class, content area, subject matter, state-adopted academic content standards or frameworks, and unit of study
- A summary of what you have learned about the two focus students
- A plan for whole class academic instruction, including standards to be addressed, including goals and instructional strategies
- Adaptations to the instructional plan for the two focus students
- Your reflection on connecting the students' characteristics to your instructional planning
- Your responses should be submitted to your teacher preparation program

B. What is Being Measured

The following seven *Teaching Performance Expectations* are measured in this task:

Making Subject Matter Comprehensible to Students

TPE 1- Specific Pedagogical Skills for Subject Matter Instruction

Engaging and Supporting Students in Learning

TPE 4 - Making Content Accessible

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 7 - Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 8 – Learning About Students

TPE 9 – Instructional Planning

Developing as a Professional Educator

TPE 13 – Professional Growth

Relationship of the TPEs to the *Designing Instruction* Task

Candidate Competencies	TPE	Domain
Demonstrate an understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards and frameworks to all students.	TPE 1 Specific Pedagogical Skills for Subject Matter Instruction	A. Making Subject Matter Comprehensible to Students
Select and adapt instructional strategies, grouping strategies and instructional materials to assist student to achieve learning goals and meet all student needs.	TPE 4 Making Content Accessible	C. Engaging and Supporting Students in Learning
Use strategies and activities according to purpose and lesson content.	TPE 6 Developmentally Appropriate Teaching Practices	

DESIGNING INSTRUCTION TASK

Candidate Competencies	TPE	Domain
<p>Draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language.</p> <p>Know and apply instructional practices for English Language Development.</p>	<p>TPE 7 Teaching English Learners</p>	
<p>Use methods to obtain information about selected students that may influence instruction.</p> <p>Obtain information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests.</p>	<p>TPE 8 Learning About Students</p>	<p>D. Planning Instruction and Designing Learning Experiences for Students</p>
<p>Establish goals for student learning, based on state-adopted academic content standards or frameworks for students.</p> <p>Plan instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or frameworks.</p>	<p>TPE 9 Instructional Planning</p>	
<p>Provide reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness.</p>	<p>TPE 13 Professional Growth</p>	<p>F. Developing as a Professional Educator</p>

Hint: Review the complete text of these seven Teaching Performance Expectations before you begin, again periodically as you prepare your response to this task, and as a final check before submitting your response.

C. Completing Your Task Response

PART I: DIRECTIONS

Note: Before completing your response, you should read through all of these directions and all of the questions and prompts provided within the task. You should also review the guidelines provided in Chapter 2 and in Chapter 7 concerning preparing your written responses and maintaining student and candidate privacy.

Directions:

Prior to responding to the task, you should review Chapter 1 and read this chapter in its entirety. As you read the task, you should pay particular attention to the task steps and the associated questions and/or statements that will help you develop and organize your responses.

Follow the procedures provided to you by your teacher preparation program to obtain the Word version of the task. As you complete your responses to the task within the Word document, type your response to each question or prompt within the rectangular box provided. This box will expand as you type.

In the header on the Word document, you will see a number at the upper right hand corner. You should replace this number with the candidate ID number assigned to you by your program. When you have completed your responses to the entire task, you should follow the directions provided by your teacher preparation program for the actual submission of the task.

Use the information provided below to help you understand each of the task steps.

For Step 1: “Academic Content Selection and Learning About Students,” you will demonstrate your knowledge of how to learn about students and explain why this information is important. In order for you to complete this step of your response, you will:

- Select a class and identify the content area (e.g., mathematics), subject matter (e.g., geometry), student academic content standards or frameworks, and unit of study with which you will be working. *(See Part 2 below, “Making Choices,” for guidance in selecting the class.)*
- Identify the information you want to know about the students, describe the methods you will use to get the information and why you choose to use these methods, and explain how you will use this information in planning instruction in your selected content area.

For Step 2: “Learning about Two Focus Students,” you will demonstrate your ability to collect information about two specific students. In order for you to complete this step of your response, you will:

- Select two students, including an English learner and a student who presents a different instructional challenge. *(See Part 2 below, “Making Choices” for guidance in selecting the students.)*
- Collect and record information about the characteristics of the two selected students.
- Explain how the information will influence your instructional planning for the two selected focus students.

DESIGNING INSTRUCTION TASK

For **Step 3: “Planning for Academic Instruction for the Whole Class,”** you will demonstrate your ability to plan instruction. In order for you to complete this step of your response, you will:

- Think about a lesson that you might teach to the students within the selected unit of study. (See Part 2 below, “Making Choices,” for guidance in selecting the lesson.) Identify the state-adopted academic content standards or framework for students that the lesson will address,

Single Subject Candidates

Lessons are to be based on state-adopted academic content standards for students unless there are no academic content standards for your single subject. If California does not have academic content standards for your single subject, then you are to use the state-adopted framework for your content area.

Refer to the Curriculum and Instruction area of the California Department of Education website, <http://www.cde.ca.gov/ci/>.

the learning goal(s) of the lesson, and the evidence of student learning that will show the extent to which the students made progress towards the learning goal(s). You are not required to teach this lesson.

- Describe the lesson, including the instructional strategies, student activities, grouping of students, use of materials, and progress monitoring of student learning.
- Explain why the plan for instruction is appropriate for the lesson’s content and for your students.

For **Step 4: “Lesson Adaptations for the Two Focus Students,”** you will demonstrate your ability to determine adaptations to the instruction plan that are needed for the two focus students. In order for you to complete this step of your response, you will:

- Consider what you learned about the two focus students as well as the implications for instruction of the two students. Describe any adaptations necessary to the whole class instruction plan to meet the needs of these students.
- Explain the reasoning behind your instructional planning decisions relating to the two focus students. If you determine that no adaptations to the lesson are needed for one or both of the focus students, explain your reasoning why not.

For **Step 5: “Reflection on Connecting Instructional Planning to Student Characteristics,”** you will demonstrate your ability to use what you learned in this task to improve your future planning. In order for you to complete this step of the response, you will:

- Read your responses to the questions in Steps 1- 4. Consider what you have learned in this task about instructional planning.
- Reflect upon the information that you collected about the two focus students and how it influenced your instructional planning for this lesson.
- Describe how you will use what you learned in this task to improve your future planning for academic instruction.

PART 2: MAKING CHOICES

The suggestions in this section are provided to help you plan your responses and select your evidence so that your most effective instructional planning practice will be evident to the assessors who will score your response.

You have three important choices to make for this task. The choices you make will affect the quality of your response:

1. Choosing a class
2. Choosing two focus students within the class
3. Choosing a lesson

1. Choosing a class

You need to collect and record information about students within a single class.

- If you are a candidate for a Multiple Subject Preliminary Credential, these students need to be in one class within grades K-8.
- If you are a candidate for a Single Subject Preliminary Credential, these students need to be in one class within your content area.
- If you have more than one class from which to choose, it is important to select a class that gives you an opportunity to fully demonstrate your knowledge, skills, and abilities.

2. Choosing two focus students within the class

You will need to select two students to focus your exploration of student characteristics. Focusing on these two students as you move through this task will allow you to demonstrate your ability to learn about student characteristics that influence instruction and to develop an instructional plan that meets individual student needs. These two students must be:

Student 1: An English learner. One of the two students must be an English learner, so you can demonstrate your ability to learn about and plan for students who are English learners. This student should have documented EL needs, such a CELDT score within the lower to mid-range of English proficiency. It would not be helpful for you to choose a student who has a high CELDT score or one who has been reclassified as English proficient as these students are not likely subjects for demonstrating your abilities in the this area.

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

Student 2: A student who presents a different instructional challenge. The other focus student is one who presents a “different instructional challenge,” such as a student who, for example, is very active, or high achieving, or who has a short attention span, or a special health consideration.

Selecting students who have distinctly different learning needs is important because it will give you the opportunity to demonstrate a broader range of your teaching practice than if you focus only on the class as a whole or on one additional type of instructional challenge. It is important for you to choose students who give you an opportunity to demonstrate the range of your ability to teach. Remember that the focus is on your practice, not on the level of student performance.

DESIGNING INSTRUCTION TASK

3. Choosing a lesson

If you are a candidate for a Multiple Subject Preliminary Credential, you will plan a lesson in a core curriculum area such as English/language arts, mathematics, history/social science, or science. If you are a candidate for a Single Subject Preliminary Credential, you will plan a lesson within your subject area.

You will need to select or develop a lesson that allows you to demonstrate your ability to address instructional planning for the whole class, plus adaptations for the two focus students (Steps 3 and 4 of the task). For this task, you may use an existing lesson plan, adapt an existing plan, or design your own plan. This lesson may be one that you will teach or one you have previously taught, but teaching the lesson is not necessary to complete this task. Depending on the age and grade range of the students, the lesson could be 15 to 90 minutes in duration. It is meant to be a single, discrete lesson within a larger unit of study or within a series of lessons. Select or develop a lesson that gives you the opportunity to address all of the components of effective instruction that are discussed in Step 3, and that allows for the kinds of adaptation you will need to make to meet the focus students' needs in Step 4.

A lesson in which students are only memorizing procedures or are involved in rote learning may not be the best choice for this lesson. The state-adopted academic content standards or state-adopted frameworks in your subject area should guide your lesson selection or development.

D. How Your Response Is Scored

Your response to this task is judged on the extent to which it provides clear, consistent, and convincing evidence of your ability to connect student characteristics to instructional planning. There are four performance score levels, from a low of 1 to a high of 4. Your task response will be scored by a trained assessor and will be given a single overall performance level score. The criteria for each of the four score levels are provided below, first in summary version for quick reference, and then in the *Designing Instruction* task rubric.

Key Score Level Criteria: A Quick Reference

Score Level 4	Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response
Score Level 3	Evidence is appropriate, relevant, or accurate; connected across the response
Score Level 2	Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent
Score Level 1	Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response

E. The Scoring Rubric

Score Level 4. The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted frameworks; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- using relevant and appropriate methods to obtain information about selected students that may influence instruction
- obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students’ needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate uses and adapts strategies and activities for instructional planning, as evidenced by:

- using relevant and developmentally-appropriate strategies and activities according to purpose and lesson content
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying relevant and appropriate instructional practices for English Language Development

DESIGNING INSTRUCTION TASK

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate reflects on connecting learning about students to instructional planning, as evidenced by:

- providing detailed and relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

Score Level 3. The response provides evidence that clearly demonstrates the teacher candidate's ability to select a developmentally appropriate lesson based on state-adopted academic content standards for students or state-adopted frameworks; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- using appropriate methods to obtain information about selected students that may influence instruction
- obtaining relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet students' needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 4, 6, 7**

The candidate uses and adapts strategies and activities for instructional planning as, evidenced by:

- using developmentally-appropriate strategies and activities according to purpose and lesson content
- making appropriate plans for students who have special needs or abilities
- drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying appropriate instructional practices for English Language Development

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**TPE 1**

The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students

DEVELOPING AS A PROFESSIONAL EDUCATOR**TPE 13**

The candidate reflects on connecting learning about students to instructional planning, as evidenced by:

- providing relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

Score Level 2. The response provides evidence that partially demonstrates the teacher candidate's ability to select a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted frameworks; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

DESIGNING INSTRUCTION TASK

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate minimally learns about her or his students and uses this information to plan instruction, as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based minimally or ambiguously on state-adopted academic content standards for students or state-adopted framework
- using limited methods to obtain information about selected students that may influence instruction
- obtaining cursory information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate minimally uses and adapts strategies and activities for instructional planning as, evidenced by:

- using ambiguous or inconsistent strategies and activities according to purpose and lesson content
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate minimally knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students

DEVELOPING AS A PROFESSIONAL EDUCATOR**TPE 13**

The candidate minimally reflects on connecting learning about students to instructional planning, as evidenced by:

- providing cursory or limited reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

Score Level 1. The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to select a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 8, 9**

The candidate insufficiently learns about her or his students and uses this information to plan instruction, as evidenced by:

- establishing inappropriate or no goals for student learning or establishing goals not based on state-adopted academic content standards for students or state-adopted framework
- using inappropriate or no methods to obtain information about selected students that may influence instruction
- obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or that is not in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students' needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 4, 6, 7**

The candidate insufficiently uses and adapts strategies and activities for instructional planning, as evidenced by:

- using developmentally-inappropriate or no strategies and activities according to purpose and lesson content
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well

DESIGNING INSTRUCTION TASK

as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language

- knowing and applying inappropriate or no instructional practices for English Language Development

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate has insufficient knowledge of the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate insufficiently reflects on connecting learning about students to instructional planning, as evidenced by:

- providing irrelevant or no reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

F. The *Designing Instruction* Task

Step 1: Academic Content Selection and Learning about Students

Directions:

An important step in planning instruction is to learn about your students. Select one class, one content area, and the state-adopted academic content standards or state-adopted framework (if your single subject content area does not have content standards) for this task. Respond to the questions below about this class, unit of study, and how you learn about the students.

A. ACADEMIC CONTENT SELECTION

Grade Level: _____

Content Area: _____

Subject Matter: _____

- 1. List the state-adopted academic content standards or state-adopted framework that you will cover for this unit of study.**

- 2. Describe the unit of study that addresses those standards.**

- 3. What is (are) the academic learning goal(s) for this unit of study?**

Class Information

Age range of students: _____

Number of male students: _____

Total number of students: _____

Number of female students: _____

DESIGNING INSTRUCTION TASK

B. STUDENT CHARACTERISTICS

Linguistic Background

1. What information that may influence instruction do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

Academic Language Abilities; content knowledge and Skills

1. What information that may influence instruction do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

Physical, Social, and Emotional Development

1. What information that may influence instruction do you want to learn about your students?

- 2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.**

- 3. How will you use this information in planning academic instruction in your selected content area?**

Cultural and Health Considerations

- 1. What information that may influence instruction do you want to learn about your students?**

- 2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.**

- 3. How will you use this information in planning academic instruction in your selected content area?**

Interests and Aspirations

- 1. What information that may influence instruction do you want to learn about your students?**

- 2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.**

- 3. How will you use this information in planning academic instruction in your selected content area?**

DESIGNING INSTRUCTION TASK

Step 2: Learning about Two Focus Students

Directions:

Select two focus students from the class you identified in Step 1. Select one student who is an English learner and one student who presents a different instructional challenge. Use some of the methods you described in Step 1 to learn about these two students. Consider your selected content areas and subject matter when describing what you learned about the two focus students. Complete the section below. In each box below include:

- a description of what you learned about each of the students
- an explanation of how the information will influence your academic instructional planning

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

Student 1: An English learner

Gender: _____

Age: _____

1. Why did you select this student?

2. What did you learn about this student's linguistic background?

3. What did you learn about this student's academic language abilities in relation to this academic content area?

4. What did you learn about this student's content knowledge and skills in this subject matter?

5. What did you learn about this student’s physical, social and emotional development relevant to this academic content area?

6. What did you learn about this student’s cultural background, including family and home relevant to this academic content area?

7. What did you learn about this student’s special considerations, including health issues relevant to this academic content area?

8. What did you learn about this student’s interests and aspirations relevant to this academic content area?

9. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities, and so on).

Student 2: A Student Who Presents a Different Instructional Challenge

Gender: _____

Age: _____

1. Why did you select this student?

2. How is the instructional challenge that he or she presents different from that of the other student?

DESIGNING INSTRUCTION TASK

3. What did you learn about this student’s linguistic background?

4. What did you learn about this student’s academic language abilities in relation to this academic content area?

5. What did you learn about this student’s content knowledge and skills in this subject matter?

6. What did you learn about this student’s physical, social and emotional development relevant to this academic content area?

7. What did you learn about this student’s cultural background, including family and home relevant to this academic content area?

8. What did you learn about this student’s special considerations, including health issues relevant to this academic content area?

9. What did you learn about this student’s interest and aspirations relevant to this academic content area?

10. Describe other information, relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities, and so on).

Step 3: Planning for Academic Instruction for the Whole Class

Directions:

Consider your academic content selection in Step 1 and what you would want the students to learn. As you begin to think about a lesson that falls within the selected unit of study, respond to the questions below about your plan for academic instruction for the whole class.

1. At what point in the sequence of the unit is this lesson? Put an X next to one:

- _____ At the beginning of the unit of study
 _____ Between the beginning and the end of the unit of study
 _____ At the end of the unit of study

2. List the state-adopted academic content standard(s) or state-adopted framework you will address in the lesson.

3. What is (are) your academic learning goal(s)? What specifically do you expect students to know or be able to do as a result of the lesson?

4. How is (are) your academic learning goal(s) related to the state-adopted academic content standards or state-adopted framework?

5. How will the content of the lesson build on what the students already know and are able to do?

6. How will the content of the lesson connect to the content of preceding and subsequent lessons?

7. What difficulties do you anticipate students could have with the lesson content and why do you think these difficulties might arise?

DESIGNING INSTRUCTION TASK

8. What evidence will you collect during the lesson and/or at the end of the lesson that will show the extent to which the students have learned what you intended?

--

9. Think about how you will sequence your instruction of the academic content to be covered in this lesson. Describe your plan for instruction in the order in which it will be implemented. Address each of the following prompts and provide a rationale for each of your decisions:

Communicating the academic learning goal(s) to the students

Instructional Strategies	Rationale

Instructional strategies

Instructional Strategies	Rationale

Student activities

Instructional Strategies	Rationale

Student grouping

Instructional Strategies	Rationale

Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

Instructional Strategies	Rationale

Progress monitoring of student learning

Instructional Strategies	Rationale

10. Given the difficulties you anticipate students could have with the content, what additional steps would you take to foster access and comprehension for all students?

11. How would you share the results of student academic learning with students and families?

Step 4: Lesson Adaptations for the Two Focus Students

Directions:

Consider what you have learned about the two focus students in Step 2, along with the implications for instruction that you identified for each of them. For the two students, determine what adaptations you will make to this lesson you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for instruction, indicate and explain that decision. In each box below, include:

- Your decisions about lesson adaptations
- A rationale for those decisions

Student 1: An English Learner

1. Academic learning goal(s) or your expectations of what the student should know or be able to do as a result of this lesson

2. Evidence of student learning you will collect during the lesson and/or at the end of the lesson

DESIGNING INSTRUCTION TASK

3. Communicating the academic learning goal(s) and/or expectations to the student

4. Instructional strategies

5. Student activities

6. Student grouping

7. Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

8. Progress monitoring of student learning

9. Sharing results of the student learning with the student and/or the family

Student 2: A Student Who Presents a Different Instructional Challenge

1. Academic learning goal(s) or your expectations of what the student should know or be able to do as a result of this lesson

2. Evidence of student learning you will collect during the lesson and/or at the end of the lesson

3. Communicating the academic learning goal(s) and/or expectations to the student

4. Instructional strategies

5. Student activities

6. Student grouping

7. Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

8. Progress monitoring of student learning

9. Sharing results of the student learning with the student and/or the family

DESIGNING INSTRUCTION TASK

Step 5: Reflection on Connecting Instructional Planning to Student Characteristics

Directions:

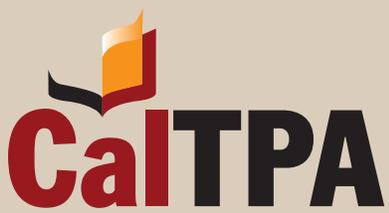
Read your responses to the questions in Steps 1-4. Think about what you have learned by completing this task, including the characteristics of the two focus students, your instructional planning for the whole class, and your adaptations for the focus students. Respond to the questions below:

- 1. What information that you collected for the whole class and/or for the two focus students most influenced your planning for this lesson? In your response, describe how and why the information was influential.**

- 2. How will you use what you have learned regarding connecting instructional planning to student characteristics in the future?**

CHAPTER 5

The Assessing Learning Task



CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Candidate Handbook



Chapter 5 of the CalTPA Candidate Handbook

Is covered by this Handbook's

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The Assessing Learning Task

Purpose of the Task

In this task, you will demonstrate your ability to select a unit of study, identify related learning goals, and plan standards-based, developmentally-appropriate student assessment activities for a group of students. In addition, you will demonstrate your ability to assess student learning and diagnose student needs based on student responses to the assessment activity, and show how you would apply this information to your future planning for these students.

Within the *Assessing Learning* task you will also demonstrate your ability to make assessment adaptations for two focus students: an English learner and a student with identified special needs. You will score, review, and analyze evidence of student learning and you will reflect on the assessment implications of this evidence. You will submit to your teacher preparation program all of the following: your completed response, copies of the assessment(s), selected student assessment responses, and scoring scales, rubrics, and/or scoring guides as appropriate to the content area.

A. Task Overview

You are given:

A six-step set of questions to guide the selection and planning of an assessment, the implementation of that assessment, and an analysis of evidence of student learning collected through the assessment:

Step 1: Assessment Selection and Planning for the Whole Class

- A. Academic Content Selection
- B. Assessment Planning

Step 2: Learning about Whole Class and Two Focus Students

- Student 1: An English Learner
- Student 2: A Student With an Identified Special Need

Step 3: Assessment Adaptations for Two Focus Students

- A. Adaptation for Student 1
- B. Adaptation for Student 2

Step 4: Giving the Assessment to the Whole Class, including Two Focus Students

Step 5: Analyzing Evidence of Student Academic Learning and the Assessment

Step 6: Reflection on Assessment Implementation and Student Learning

The following chart summarizes the information that should be covered in your responses to each of the task steps.

ASSESSING LEARNING TASK

Task Step	Information to be Provided in Your Response
Step 1: Assessment Selection and Planning for the Whole Class	Identify the relevant state student academic content standards and/or framework(s). Provide a description of the assessment, including the purpose and type of the assessment and the learning goals to be measured. Describe how you will administer the assessment, how the assessment will be scored, and how you will share the assessment results with students.
Step 2: Learning about Whole Class and Two Focus Students	You will identify two focus students: Student 1, an English Learner; and Student 2, a student with an identified special need. Describe what you learned about each of the students and explain how this information will influence your assessment plans for these students.
Step 3: Assessment Adaptations for the Two Focus Students	Provide a rationale for any adaptations you make for these two students and explain the adaptations, as applicable.
Step 4: Giving Assessment to the Whole Class, including Two Focus Students	Give the assessment to students, and collect artifacts (copy of the assessment, scoring guide, and sample student assessment responses).
Step 5: Analyzing Evidence of Student Academic Learning and the Assessment	Describe what you have learned through your analysis of student responses to the assessment. Explain how this information will guide your future assessment planning.
Step 6: Reflection on Assessment Implementation and Student Learning	Explain what you have learned about student assessment as well as about the learning evidenced by your students through the assessment process.

You submit:

- Information about your selected content area, subject matter, student frameworks or academic content standards, unit of study, and purpose of the assessment
- A description of the assessment and of the evidence of student learning to be collected
- A plan for the implementation of the assessment, including teaching strategies, student activities, grouping, and materials
- Information about a class and two focus students
- Adaptations to the plan for assessment for the two focus students
- The assessment, assessment artifacts (i.e., directions, answer key, rubric, scoring guide, and five completed student assessment samples)
- An analysis of the evidence of student learning based on the assessment
- Reflection on assessment implementation and on student learning

Your responses should be submitted to your teacher preparation program.

B. What is Being Measured

The following six *Teaching Performance Expectations* are measured in this task:

Assessing Student Learning

TPE 3 - Interpretation and Use of Assessments

Engaging and Supporting Students in Learning

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 7 - Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 8 - Learning About Students

TPE 9 - Instructional Planning

Developing as a Professional Educator

TPE 13 - Professional Growth

Relationship of the TPEs to the Assessing Learning Task

Candidate Competencies	TPE	Domain
<p>Use assessment results to determine student progress and to plan instruction.</p> <p>Provide feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals.</p>	<p>TPE 3 Interpretation and Use of Assessments</p>	<p>B. Assessing Student Learning</p>
<p>Use developmentally appropriate assessment practices.</p> <p>Make plans for students who have special needs or abilities.</p>	<p>TPE 6 Developmentally-Appropriate Teaching Practices</p>	<p>C. Engaging and Supporting Students in Learning</p>

ASSESSING LEARNING TASK

Candidate Competencies	TPE	Domain
<p>Draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language.</p> <p>Know and apply instructional practices for English Language Development.</p>	TPE 7 Teaching English Learners	
<p>Obtain information about selected students such as linguistic background; academic language abilities, content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests.</p>	TPE 8 Learning About Students	D. Planning Instruction and Designing Learning Experiences for Students
<p>Establish goals for student learning, based on state-adopted academic content standards and/or frameworks for students.</p> <p>Plan an assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards and/or frameworks for students.</p> <p>Adapt the selected assessment to assist students to achieve learning goals and meet all students' needs.</p>	TPE 9 Instructional Planning	
<p>Provide reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness.</p>	TPE 13 Professional Growth	F. Developing as a Professional Educator

Hint: Review the complete text of these six Teaching Performance Expectations before you begin, again periodically as you prepare your response to this task, and as a final check before submitting your response.

C. Completing Your Task Response

PART 1: DIRECTIONS

Note: Before completing your response, you should read through all of these directions and all of the questions and prompts provided within the task. You should also review the guidelines provided in Chapter 2 and Chapter 7 concerning preparing your written responses and maintaining student and candidate privacy.

Directions:

- Prior to responding to the task, you should review Chapter 1 and read this chapter in its entirety.
- As you read the task, you should pay particular attention to the task steps and the associated questions and/or statements that will help you develop and organize your responses.
- Follow the procedures provided to you by your teacher preparation program to obtain the Word version of the task.
- As you complete your responses to the task within the Word document, type your response to each question or prompt within the rectangular box provided. This box will expand as you type.
- In the header on the Word document, you will see a number at the upper right hand corner. You should replace this number with the candidate ID number assigned to you by your program.
- When you have completed your responses to the entire task, you should follow the directions provided by your teacher preparation program for the actual submission of the task.
- Use the information provided below to help you understand each of the task steps.

For **Step 1: “Assessment Selection/Development and Planning for the Whole Class,”** you will demonstrate your ability to select/develop an assessment that addresses state-adopted academic content standards and/or frameworks for students and that will measure student achievement of a learning goal(s) within a unit of study. In order for you to complete this step of your response, you will:

- Select a class and identify the content area, subject matter, state-adopted academic content standards and/or frameworks for students, and unit of study with which you will be working. *(See Part 2 below, “Making Choices,” for guidance in selecting the class and unit of study.)*
- Identify whether you will use the assessment for an entry level, progress monitoring, or summative purpose. *(See Part 2 below, “Making Choices,” for a review of assessment purposes.)*
- Select/develop and describe the type of assessment you will use, such as verbal response, multiple choice, short essay, oral presentation, performance task, etc. *(See Part 2 below, “Making Choices,” for guidance in selecting the class and assessment.)*

ASSESSING LEARNING TASK

Single Subject Candidates

Lessons are to be based on state-aded academic content standards for students unless there are no academic content standards for your single subject. If California does not have academic content standards for your single subject, then you are to use the state-adopted framework for your content area.

Refer to the Curriculum and Instruction area of the California Department of Education website, <http://www.cde.ca.gov/ci/>.

- Explain what evidence of student achievement will be collected and the ways in which the evidence will document student progress towards the learning goal(s).
- Describe your plan for the implementation of the assessment, including strategies, activities, student grouping, and resources, as applicable to the particular assessment.

- Explain how you will provide feedback regarding evidence of student learning as provided by the assessment results to the students and/or families.
- Explain how you will use the assessment results for your future planning for these students.

For **Step 2: “Learning about Students: Whole Class and Two Focus Students,”** you will demonstrate your ability to learn about the characteristics of a class and two focus students within that class. In order for you to complete this step of your response, you will:

- Select a student who is an English learner and a student with an identified special need. (See *Part 2 below, “Making Choices,” for guidance in selecting the class and students.*)
- Collect and record information regarding the characteristics of the two selected focus students.
- Explain how the information will influence your instructional planning, including assessment, for the two students.

For **Step 3: “Assessment Adaptations for Two Focus Students,”** you will demonstrate your ability to determine any adaptations necessary to meet the needs of the two focus students. In order to complete this step of your response, you will:

- Consider what you learned about the two focus students. Describe any appropriate adaptations you will make to the assessment design or implementation for each student.
- Explain the reasoning behind your assessment planning decisions relating to the two focus students. If you determine that no adaptations to the assessment are needed for one or both of the focus students, explain your reasoning why not.

For **Step 4: “Giving the Assessment to the Whole Class, Including Two Focus Students,”** you will demonstrate your ability to administer the assessment, and to collect appropriate evidence of student learning from the assessment process. In order to complete this step of your response, you will:

- Give the assessment to the class.
- Score the assessment.

- Submit a copy of the assessment, including directions, scoring rubric, answer key and/or scoring guide, as applicable.
- Collect evidence of student learning from the assessment, including the focus students' responses plus three student responses that represent the range of achievement on the assessment (total of five responses to be submitted).
- Label the five responses as indicated below. If the assessment was not given in written format, indicate the scoring criteria used and provide your assessment notes about the students' performance based on these scoring criteria (i.e., for a non-written, oral or other performance-based assessment).
- English learner focus student or, for LOTE candidates a student with a different instructional need: remove her/his name and label as "Student 1."
- Student with an identifiable special need focus student: remove her/his name and label as "Student 2."
- Student who scored well on the assessment: remove her/his name and label as "Student 3."
- Student who scored in an average range on the assessment: remove her/his name and label as "Student 4."
- Student who did not score well on the assessment: remove her/his name and label as "Student 5."
- Ensure that the entire assessment process, including selecting and submitting copies of student work, adheres to student and adult privacy requirements, as explained in Chapter 2 and in Chapter 7 of this Handbook.

For **Step 5: "Analyzing Evidence of Student Academic Learning and the Assessment,"** you will demonstrate your ability to analyze the results of the assessment for the class as a whole and for your two focus students. In order to complete this step of the response, you will:

- a) For the class as a whole:
 - Explain what you learned from the assessment about your students' progress toward achievement of the learning goal(s).
 - Identify and explain any changes that you would make to the type of assessment used, the timing of the assessment, the assessment format, and the collection of evidence of student learning.
- b) For Student 1 (English learner) and Student 2 (student with an identified special need):
 - Analyze each student's response to the assessment.
 - Discuss how this information will affect your future planning and instruction for the two students.

For **Step 6: "Reflection on Assessment Implementation and Student Learning,"** you will demonstrate your ability to reflect on what you learned about classroom assessment of learning goals. In order to complete this step of your response, you will:

ASSESSING LEARNING TASK

- Read your responses to the questions in Steps 1-5, and think about what you have learned in this Task about assessment.
- Identify and explain any changes you would make to the assessment design or implementation in the future.
- Explain how what you have learned from this assessment will influence your planning of future instruction for students.
- Identify your goal(s) for increasing your own professional knowledge and skill in the area of student assessment.

PART 2: MAKING CHOICES

The suggestions in this section are provided to help you plan your responses and select your evidence so that your most effective assessment planning and implementation practice will be evident to the assessors who will score your response.

You have three important choices to make for this task. The choices you make will affect the quality of your response:

1. Choosing a class
2. Choosing two focus students within the class
3. Choosing an assessment

1. Choosing a class

You need to collect and record information about students within a single class.

- If you are a candidate for a Multiple Subject Preliminary Credential, these students need to be in one class within grades K-8.
- If you are a candidate for a Single Subject Preliminary Credential, these students need to be in one class within your content area. You should choose a class within your content area that is different than the class you chose for the *Designing Instruction* task.
- If you have more than one class from which to choose, it is important to select a class that gives you an opportunity to fully demonstrate your practice.

2. Choosing two focus students within the class

You will need to select two focus students who are different from the students you chose for the *Designing Instruction* task. Focusing on these two students as you progress through this task will allow you to demonstrate your ability to learn about and plan for students' individual learning needs. Selecting students who have distinctly different learning needs, and who therefore present different instructional challenges, is important because it will give you the opportunity to demonstrate a broader range of skills in planning and implementing assessments than if you focused only on the class as a whole. The two focus students must be:

Student 1: An English learner. One of the two students must be an English learner, so you can demonstrate your ability to learn about and plan for students who are English learners. This

student should have documented EL needs, such a CELDT score within the lower to mid-range of English proficiency. It would not be helpful for you to choose a student who has a high CELDT score or one who has been reclassified as English proficient as they are not likely subjects for demonstrating your abilities in the this area.

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

Student 2: A student with special needs. The other focus student is one with an identified special need, that is, a student on an IEP or Section 504 plan, or one who is designated “gifted” or “talented.”

Selecting students who have distinctly different learning needs is important because it will give you the opportunity to demonstrate a broader range of your teaching practice than if you focus only on the class as a whole or on one additional type of instructional challenge. It is important for you to choose students who give you an opportunity to demonstrate the range of your ability to teach. Remember that the focus is on your practice, not on the level of student performance.

3. Choosing an assessment

If you are a candidate for a Multiple Subject Preliminary Credential, you will plan and conduct an assessment in a core curriculum areas such as English/language arts, mathematics, history/social science, or science. If you are a candidate for a Single Subject Preliminary Credential, you will plan and conduct an assessment within your subject area.

Your first step in choosing an assessment is to consider where you are in the selected unit of study. The following chart provides a review of the three major purposes of assessment: entry level (typically used as the beginning of unit of study); progress monitoring (typically used in the middle of the unit of study), or summative (typically used at the end of the unit of study). In your task response, you will need to identify and describe the purpose of your assessment.

Type of Assessment	Assessment Purpose	Relevant Questions
Entry Level	Entry level assessment determines whether your students possess crucial prerequisite knowledge, skills and/or abilities in order to learn the planned content, and/or whether students already are knowledgeable about the content.	To what degree do my students know and understand the content of the standards/frameworks I am planning to teach for this unit of study?

ASSESSING LEARNING TASK

Type of Assessment	Assessment Purpose	Relevant Questions
Progress Monitoring	Progress monitoring assessment determines whether or not your students are progressing adequately toward achieving the content standards/frameworks relating to the unit of study.	<p>To what degree are my students achieving the content of the standards/frameworks I am teaching?</p> <p>Are students progressing adequately?</p> <p>Do students need re-teaching?</p> <p>Do I need to adjust how I am teaching?</p>
Summative	Summative assessment determines if your students have met the learning goals at the end of the unit of study.	<p>To what degree have my students achieved the content of the standards/frameworks I have taught?</p> <p>Do I need to re-teach any key concepts?</p> <p>Can the class move forward to a new unit of study?</p>

Your second step is to select the assessment format you will use, such as a written assessment (e.g., multiple choice, essay) or a performance assessment (e.g., verbal response, oral presentation, performance task).

Your third step will be to either identify and use an existing assessment or develop your own assessment to meet your assessment purposes. It is important that the assessment used yields evidence of student learning which you can document and analyze. An assessment in which student responses yield limited evidence of student learning, such as a spelling test, may not be the best choice for this assessment.

D. How Your Response Is Scored

Your response to this task is judged on the extent to which it provides clear, consistent, and convincing evidence of your ability to connect student characteristics to instructional planning. There are four performance score levels, from a low of 1 to a high of 4. Your task response will be scored by a trained assessor and will be given a single overall performance level score. The criteria for each of the four score levels are provided below, first in summary version for quick reference, and then in the *Assessing Learning* task rubric.

Key Score Level Criteria: A Quick Reference

Score Level 4	Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response
Score Level 3	Evidence is appropriate, relevant, or accurate; connected across the response
Score Level 2	Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent
Score Level 1	Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response

E. The Scoring Rubric

Score Level 4. The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 8, 9**

The candidate learns about her or his students and uses this information to plan assessment, as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning a relevant and appropriate assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework
- appropriately adapting the selected assessment to assist students to achieve learning goals and meet all students’ needs

ASSESSING LEARNING TASK

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 6, 7

The candidate uses and adapts strategies for assessment, as evidenced by:

- using relevant and developmentally-appropriate assessment practices
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language
- knowing and applying relevant and appropriate instructional practices for English Language Development

ASSESSING STUDENT LEARNING

TPE 3

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results accurately and appropriately to determine student progress and to plan instruction
- providing detailed and accurate feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate reflects on the assessment experience and student learning, as evidenced by:

- providing detailed and relevant reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

Score Level 3. The response provides evidence that clearly demonstrates the teacher candidate's ability to select a developmentally appropriate assessment, based on state-adopted academic content standards for students or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate learns about her or his students and uses this information to plan assessment, as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework

- obtaining relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning an appropriate assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework
- appropriately adapting the selected assessment to assist students to achieve learning goals and meet students' needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 6, 7**

The candidate uses and adapts strategies for assessment, as evidenced by:

- using developmentally-appropriate assessment practices
- making appropriate plans for students who have special needs or abilities
- drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language
- knowing and applying appropriate instructional practices for English Language Development

ASSESSING STUDENT LEARNING**TPE 3**

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results appropriately to determine student progress and to plan instruction
- providing accurate feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals

DEVELOPING AS A PROFESSIONAL EDUCATOR**TPE 13**

The candidate reflects on the assessment experience and student learning, as evidenced by:

- providing relevant reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

ASSESSING LEARNING TASK

Score Level 2. The response provides evidence that partially demonstrates the teacher candidate’s ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate minimally learns about her or his students and uses this information to plan assessment, as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based vaguely on state-adopted academic content standards for students or state-adopted framework
- obtaining cursory information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning assessment that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework
- minimally adapting the selected assessment to assist students in achieving learning goals, or using an adaptation that inconsistently meets students’ needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 6, 7

The candidate minimally uses and adapts strategies for assessment, as evidenced by:

- using ambiguous or inconsistent assessment practices
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and/or allowing students to express meaning, including in their first language
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development

ASSESSING STUDENT LEARNING

TPE 3

The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results sometimes appropriately and sometimes inappropriately to determine student progress and to plan instruction

- providing minimal or limited feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals

DEVELOPING AS A PROFESSIONAL EDUCATOR**TPE 13**

The candidate minimally reflects on the assessment experience and student learning, as evidenced by:

- providing cursory or limited reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

Score Level 1. The response provides evidence that does little or nothing to demonstrate the teacher candidate’s ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 8, 9**

The candidate insufficiently learns about her or his students and uses this information to plan assessment, as evidenced by:

- establishing inappropriate or no goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no assessment related to the content area and subject matter to be taught and/or assessment that is not in accordance with state-adopted academic content standards for students or state-adopted framework
- inappropriately adapting, or not adapting, the selected assessment to assist students to achieve learning goals and meet students’ needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 6,7**

The candidate insufficiently uses and adapts strategies for assessment, as evidenced by:

- using developmentally-inappropriate or no assessment practices
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and/or allowing students to express

ASSESSING LEARNING TASK

meaning, including in their first language

- knowing and applying inappropriate or no instructional practices for English Language Development

ASSESSING STUDENT LEARNING

TPE 3

The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results inappropriately or not at all to determine student progress and to plan instruction
- providing inaccurate or no feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate insufficiently reflects on the assessment experience and student learning, as evidenced by:

- providing irrelevant or no reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

F. The Assessing Learning Task

Step 1: Assessment Selection and Planning for the Whole Class
Directions

To plan classroom assessment, a teacher determines his or her current point within the instructional sequence of a unit of study and identifies the student academic learning goals to measure.

“Ideally, assessment and instruction are linked inextricably within any curriculum. The key to using assessment effectively and efficiently in a program of instruction is to recognize above all that different types of assessment tools must be used for different purposes.” (Reading/Language Arts Framework for California Public Schools, 1999, page 215)

Directions:

Select one class, a content area, and a unit of study to work with as you complete this performance task. Respond to the prompts below about the unit of study and its assessment.

A. ACADEMIC CONTENT SELECTION

Grade Level: _____

Content Area: _____

Subject Matter: _____

- 1. List the state-adopted academic content standards for students or state-adopted framework you will cover in this unit.**

- 2. Describe the unit of study that addresses those standards or framework.**

- 3. What is (are) the academic learning goal(s) for this unit of study?**

ASSESSING LEARNING TASK

4. At what point in the sequence of the unit are you teaching? Check one:

<input type="checkbox"/>	At the beginning of the unit of study
<input type="checkbox"/>	Between the beginning and the end of the unit of study
<input type="checkbox"/>	At the end of the unit of study

B. ASSESSMENT PLANNING

If you are at the beginning of your unit, you will give your students an entry level assessment. If you are moving through the unit of study, you will use progress-monitoring assessments. If you are at the end of the unit of study, you will use a summative assessment. (For more information about these three kinds of assessment, see the “Assessing Learning” chapter of the Candidate Handbook, and Frameworks for California Public Schools, published by the California Department of Education.)

5. For what purpose will your assessment be used within this unit of study? Chose one:

<input type="checkbox"/>	Entry-Level
<input type="checkbox"/>	Progress-monitoring
<input type="checkbox"/>	Summative

6. Identify and describe the type of assessment (e.g., verbal response, multiple choice, short essay, oral presentation, performance task).

7. What will your students need to know and/or be able to do to complete the assessment?

8. What evidence of student learning will you collect?

9. In what ways will the evidence document student achievement of the academic learning goal(s)?

10. How will the student assessment evidence be measured or scored?

11. Think about how you will sequence your implementation of the assessment. Describe your plan for implementing the assessment in the order in which it will occur. Address each of the following and provide a rationale for each of your decisions:

- Teaching strategies including, communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

Assessment Implementation Plan	Rationale

12. In what ways will you use the assessment results?

13. In what ways will you share the assessment results with students, families, other colleagues, and support personnel, when appropriate?

14. Is your assessment one that you developed, you adopted, or you adapted from another source, such as a district, publisher, Internet, or another teacher?

	Developed by you
	Adopted or adapted from another source.
	Identify the Source:

15. Submit a copy of the assessment and, if available, submit the assessment directions, answer key, rubric, scoring guide, and the like.

ASSESSING LEARNING TASK

Step 2: Learning about Students: Whole Class and Two Focus Students

Directions:

An important step in planning assessment is to learn about your students. Provide information about the whole class in the space below.

Class Information

Age Range of Students: _____ **Number of Female Students:** _____

Total Number of Students: _____ **Number of Male Students:** _____

Directions:

Select two students from the class you described above. Select one student who is an English learner and one student who has an identified special need. Consider your selected content area when describing what you learned about the two focus students. In each of the boxed areas below, provide:

- *A description of what you learned for each of the students*
- *An explanation of how the information will influence your academic instructional planning, including assessment*

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

A. Student 1: An English Learner

Gender: _____

Age: _____

1. **Why did you select this student?**

2. **What did you learn about this student's linguistic background?**

3. **What did you learn about this student's academic language abilities in relation to this academic content area?**

4. What did you learn about this student’s content knowledge and skills in this subject matter?

5. What did you learn about this student’s physical, social, and emotional development relevant to this academic content area?

6. What did you learn about this student’s cultural background, including family and home, relevant to this academic content area?

7. What did you learn about this student’s special considerations, including health issues, relevant to this academic content area?

8. What did you learn about this student’s interests and aspirations relevant to this academic content area?

9. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities).

B. Student 2: A Student with an Identified Special Need

Gender: _____

Age: _____

1. Why did you select this student?

ASSESSING LEARNING TASK

2. How is the instructional challenge that he or she presents different from that of the other student?

3. What did you learn about this student's linguistic background?

4. What did you learn about this student's academic language abilities in relation to this academic content area?

5. What did you learn about this student's content knowledge and skills in this subject matter?

6. What did you learn about this student's physical, social, and emotional development relevant to this academic content area?

7. What did you learn about this student's cultural background, including family and home, relevant to this academic content area?

8. What did you learn about this student's special considerations, including health issues, relevant to this academic content area?

9. What did you learn about this student's interests and aspirations relevant to this academic content area?

10. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities).

Step 3: Assessment Adaptations for Two Focus Students

Directions:

Consider your plan for assessment in Step 1, what you learned about the two focus students, and the implications for instruction and assessment that you identified in Step 2. Respond to the questions below about the two students.

1. What will Student 1 need to know and be able to do to complete this assessment?

--

2. What will Student 2 need to know and be able to do to complete this assessment?

--

For the two students, determine what adaptations you will make to this assessment that you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for assessment, explain that decision. Respond to the prompts below. For each include:

- *Your decisions about assessment adaptations*
- *A rationale for those decisions*

A. Adaptations for Student 1: An English Learner

1. Evidence of student learning you will collect

Decisions	Rationale

2. How the student assessment evidence will be measured or scored

Decisions	Rationale

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3. The implementation of the assessment, including:

- Teaching strategies for communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

Decisions	Rationale

4. Ways you will use the assessment results.

Decisions	Rationale

5. Ways you will share the assessment results with students, families, other colleagues, and support personnel, when appropriate.

Decisions	Rationale

B. Adaptations for Student 2: A Student with an Identified Special Need

1. Evidence of student learning you will collect.

Decisions	Rationale

2. How the student assessment evidence will be measured or scored.

Decisions	Rationale

3. The implementation of the assessment including:

- Teaching strategies for communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

Decisions	Rationale

4. Ways you will use the assessment results.

Decisions	Rationale

5. Ways you will share the assessment results with students, families, other colleagues, and support personnel, when appropriate.

Decisions	Rationale

Step 4: Giving the Assessment to the Whole Class, Including Two Focus Students

Directions:

Give the assessment to your class. Collect and score all the evidence of student learning from the assessment. Consider all the assessment responses and select three responses of students other than your two focus students that represent the range of achievement within the class. Label these responses as Student 3, Student 4, and Student 5. Label the two focus students' assessment responses as Student 1 and Student 2.

Submit all five assessment responses. Review carefully the evidence of student learning you are submitting.

Briefly, explain why you selected each of the following responses to represent the range of responses in the class:

ASSESSING LEARNING TASK

Student 1 (EL focus student)	
Student 2 (SN focus student)	
Student 3	
Student 4	
Student 5	

Note: If the assessment is oral or represents a student performance, provide your description of the students' responses and your written assessment of those responses, including the class as a whole, the three responses that represent the range of achievement in the class, and the two focus student responses.

Step 5: Analyzing Evidence of Student Academic Learning and the Assessment

Directions:

Consider your responses in Steps 1 through 4. Think about the evidence of student academic learning from the assessment. Answer the questions below for the whole class and for the two focus students. Remember to cite specific evidence from the five responses that you have submitted. (This includes responses from the two focus students and from the three students you selected to represent the range of achievement with the class).

A. For the Class as a Whole

1. What did you learn overall about the students' progress toward achievement of the academic learning goal(s) for this part of the unit?

2. Describe the extent to which the assessment that you planned allowed students to demonstrate achievement of the academic learning goal(s) for this part of the unit.

3. Would you make any changes to the directions or to the format of the assessment? Why?

4. **Would you collect different or more evidence if you were to do this assessment again? Why?**

5. **Was the implementation and timing of this assessment appropriate for this class? Why?**

6. **In what ways would a different type of assessment (e.g., verbal response, multiple choice, short essay, oral presentation, performance task) than what you used allow students to demonstrate their achievement of the academic learning goal(s) for this unit?**

B. For Student 1: An English Learner

1. **To what extent were the assessment directions and format clear and easy to follow for the student? How do you know?**

2. **To what extent did the student achieve the academic learning goals for this part of the unit?**

3. **How well did the student's assessment response correspond to the work the student does on a daily basis? (Was the response that you expected from the student?)**

4. **What different or additional type of evidence might you need to collect for the student?**

5. **What does the student's response tell you about his or her academic strengths and/or needs?**

ASSESSING LEARNING TASK

6. Based on the student's response, describe next steps you would take with the student to further his or her academic achievement in the content area.

7. Describe the ways in which specific adaptations you made to your assessment plan did or did not work.

8. In what ways did the assessment support this student's language abilities?

9. If you were to give the assessment to the student again, what changes, if any, would you make? Why?

10. What would be your next steps in planning to facilitate this student's English Language Development?

C. Student 2: A Student with an Identified Special Need

1. To what extent were the assessment directions and format clear and easy to follow for the student? How do you know?

2. To what extent did the student achieve the academic learning goals for this part of the unit?

3. How well did the student's assessment response correspond to the work the student does on a daily basis? (Was the response that you expected from the student?)

- 4. What different or additional type of evidence might you need to collect for the student?**

- 5. What does the student's response tell you about his or her academic strengths and/or needs?**

- 6. Based on the student's response, describe next steps you would take with the student to further his or her academic achievement in the content area.**

- 7. Describe the ways in which specific adaptations you made to your assessment plan did or did not work.**

- 8. In what ways did the assessment support this student's language abilities?**

- 9. If you were to give the assessment to the student again, what changes, if any, would you make? Why?**

ASSESSING LEARNING TASK

Step 6: Reflection on Assessment Implementation and Student Learning

Directions:

Read your response for Steps 1 to 5. Consider what you have learned through the Assessing Learning task about your students, what you wanted them to learn, their responses to the assessment, and your analysis of the evidence of student learning. Respond to the prompts below.

- 1. If you were given an opportunity to use the assessment again, what part(s) would you keep and what part(s) might you change? Why?**

- 2. If you were given an opportunity to implement the assessment again, what would you do the same and what would you do differently? Why?**

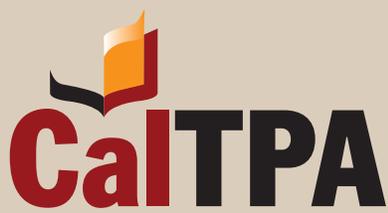
- 3. What additional information about your students did you learn as a result of this assessment experience?**

- 4. How will you use what you have learned from this assessment experience when you plan instruction and assessment in the future?**

- 5. What are your goals for increasing your knowledge and skill in assessment? How will achieving these goals help you become a more effective teacher?**

CHAPTER 6

The Culminating Teaching Experience Task



CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Candidate Handbook



Chapter 6 of the CalTPA Candidate Handbook

Is covered by this Handbook's

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The Culminating Teaching Experience Task

Purpose of the Task

In this task, you will demonstrate your ability to design a standards-based lesson for a class of students, implement that lesson while making appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class, and managing instruction and student interaction. You will also demonstrate your ability to assess student learning related to the lesson, and analyze the overall strengths and weaknesses of the lesson.

A. Task Overview

You are given:

A six-step set of questions to guide the planning, implementation, assessment, and analysis of a lesson:

Step 1: Learning about the Whole Class and Two Focus Students

Student 1: An English Learner

Student 2: A Student Who Presents a Different Instructional Challenge

Step 2: Learning Environment and Academic Instructional Planning for the Whole Class

Step 3: Lesson Adaptations for the Two Focus Students

Step 4: Teaching and Video Recording the Lesson: Whole Class, including Two Focus Students

Step 5: Analyzing the Lesson

Step 6: Reflection after Instruction

Task Steps	Information to be Provided in Your Response
Step 1: Learning about the Whole Class and Two Focus Students	Identify two focus students: Student 1, an English Learner; and Student 2, a student who presents a different instructional challenge. Describe what you learned about each of the students and explain how this information will influence planning of the instruction and the assessment.
Step 2: Learning Environment and Academic Instructional Planning for the Whole Class	Indicate the relevant state-adopted student academic content standards and/or frameworks for the selected learning goals, provide information about the classroom learning environment, and provide evidence of your academic instructional planning for the whole class.
Step 3: Lesson Adaptations for the Two Focus Students	Provide a rationale for any adaptations you make for these two students and explain the adaptations, as applicable.

CULMINATING TEACHING EXPERIENCE TASK

Task Steps	Information to be Provided in Your Response
Step 4: Teaching and Video recording the Lesson: Whole Class, including Two Focus Students	A video recording of your teaching of this lesson in the classroom to the whole class, including the two focus students.
Step 5: Analyzing the Lesson	An analyze the entire lesson, including your teaching, the students' responses to the lesson, and the video recorded portion of the lesson.
Step 6: Reflection after Instruction	An indication of your goals for improving your teaching effectiveness, based on the lesson you taught.

You submit:

- Information on a class and two focus students
- Information on the classroom environment
- Information on the instructional plan
- A floor plan of your classroom
- Adaptations to the plan for the two focus students
- A 20 minute unedited video of teaching the lesson
- An assessment related to the learning goals of the lesson and sample student responses to the assessment
- An analysis of the lesson, of your teaching, and of student learning based on the lesson
- A reflection on the lesson and on your effectiveness as a teacher

B. What is Being Measured

The following twelve *Teaching Performance Expectations* are being measured in this task:

Making Subject Matter Comprehensible to Students

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning

TPE 2 – Monitoring Student Learning During Instruction

TPE 3 – Interpretation and Use of Assessments

Engaging and Supporting Students in Learning

TPE 4 – Making Content Accessible

TPE 5 – Student Engagement

TPE 6 – Developmentally Appropriate Teaching Practices

TPE 7 – Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

- TPE 8 – Learning About Students
- TPE 9 – Instructional Planning

Creating and Maintaining Effective Environments for Student Learning

- TPE 10 – Instructional Time
- TPE 11 – School Environment

Developing as a Professional Educator

- TPE 13 – Professional Growth

Relationship of the TPEs to the *Culminating Teaching Experience* task

Candidate Competencies	TPE	Domain
Demonstrate understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards and/or frameworks to all students.	TPE 1 Specific Pedagogical Skills for Subject Matter Instruction	A. Making Subject Matter Comprehensible to Students
Use progress monitoring at key points during instruction to determine whether students are progressing adequately and to provide detailed and accurate feedback to students.	TPE 2 Monitoring Student Learning During Instruction	B. Assessing Student Learning
Use classroom assessments and analyze student work accurately.	TPE 3 Interpretation and Use of Assessments	
Use relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content. Make plans for students who have special needs or abilities.	TPE 4 Making Content Accessible	C. Engaging and Supporting Students in Learning
Ensure the active and equitable participation of all students.	TPE 5 Student Engagement	
Use developmentally appropriate assessment practices.	TPE 6 Developmentally Appropriate Teaching Practices	

CULMINATING TEACHING EXPERIENCE TASK

Candidate Competencies	TPE	Domain
<p>Draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language.</p> <p>Know and apply instructional practices for English Language Development.</p>	<p>TPE 7 Teaching English Learners</p>	
<p>Obtain information about the class as a whole and about selected students including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests.</p>	<p>TPE 8 Learning About Students</p>	<p>D. Planning Instruction and Designing Learning Experiences for Students</p>
<p>Establish goals for student learning, based on state-adopted student academic content standards and/or frameworks.</p> <p>Plan instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards and/or frameworks.</p> <p>Select or adapt instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs.</p>	<p>TPE 9 Instructional Planning</p>	

Candidate Competencies	TPE	Domain
Allocate instructional time appropriately.	TPE 10 Instructional Time	E. Creating and Maintaining Effective Environments for Student Learning
Establish procedures for routine tasks and manage transitions to maximize instructional time. Develop and maintain expectations for academic and social behavior. Create and maintain a positive climate for learning.	TPE 11 Social Environment	
Provide reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness	TPE 13 Professional Growth	F. Developing as a Professional Educator

Hint: Review the complete text of these twelve Teaching Performance Expectations before you begin, again periodically as you prepare your response to this task, and as a final check before submitting your response.

C. Completing Your Task Response

PART 1: DIRECTIONS

Note: Before completing your response, you should read all of these directions and all of the questions and prompts provided within the task. You should also review the guidelines provided in Chapter 2 and Chapter 7 concerning preparing your written responses and maintaining student and candidate privacy.

Directions:

- Prior to responding to the task, you should review Chapter 1 and read this chapter in its entirety.
- As you read the task, you should pay particular attention to the task steps and the associated questions and/or statements that will help you develop and organize your responses.
- Follow the procedures provided to you by your teacher preparation program to obtain the Word version of the task.
- As you complete your responses to the task within the Word document, type your response to each question or prompt within the rectangular box provided. This box will expand as you type.

CULMINATING TEACHING EXPERIENCE TASK

- In the header on the Word document, you will see a number at the upper right hand corner. You should replace this number with the candidate ID number assigned to you by your program.
- When you have completed your responses to the entire task, you should follow the directions provided by your teacher preparation program for the actual submission of the task.

Use the information provided below to help you understand each of the task steps.

For **Step 1: “Learning About Students in the Whole Class and Two Focus Students,”** you will demonstrate your ability to collect information about the whole class and two focus students and describe how you will use the information for planning academic instruction in the selected subject matter. In order for you to complete this step of your response, you will:

- Select a class and identify the content area, subject matter, state-adopted student academic content standards and/or frameworks, and unit of study with which you will be working. (See *Part 2 below, “Making Choices,”* for guidance in selecting the class and unit of study.)
- Collect and record information on the background and academic ability of the students in the class.
- Describe your students’ physical, social, and emotional development in relation to typical students of this age group.
- Select two focus students, including an English learner and a student who presents a different instructional challenge. (See *Part 2 below, “Making Choices,”* for guidance in selecting the two focus students.)
- Collect and record information about the characteristics of the two selected students.
- Explain how the information will influence your instructional planning for the two selected focus students.

For **Step 2: “Learning Environment and Academic Instructional Planning for the Whole Class,”** you will demonstrate your ability to plan appropriate instruction for all students in the class. In order for you to complete this step of your response, you will:

- Describe the classroom climate, expectations for students, and classroom procedures.
- Select or develop an academic lesson you will teach. (See *Part 2 below, “Making Choices,”* for guidance in selecting/developing the lesson.)
- Identify the academic learning goal(s) and the state-adopted student academic content standards and/or frameworks addressed in the lesson.
- Describe the components of the lesson, including the strategies, activities, grouping, materials, assessment, and evidence of student learning you will collect.
- Explain why the plan for instruction is appropriate for the content of the lesson and for your students.

For **Step 3: “Lesson Adaptations for the Two Focus Students,”** you will demonstrate your ability to identify and make adaptations to the class instructional plan as needed for the two focus students. In order for you to complete this step of your response, you will:

- Consider what you learned about the two focus students as well as the implications for instruction of the two students. Describe any appropriate adaptations to the whole class instruction plan that are necessary to meet the needs of these students.
- Explain the reasoning behind your instructional planning decisions relating to the two focus students. If you determine that no adaptations to the lesson are needed for one or both of the focus students, explain your reasoning why not.

Single Subject Candidates

Lessons are to be based on state-adopted academic content standards for students unless there are no academic content standards for your single subject. If California does not have academic content standards for your single subject, then you are to use the state-adopted framework for your content area.

Refer to the Curriculum and Instruction area of the California Department of Education website, <http://www.cde.ca.gov/ci/>.

For **Step 4: “Teaching and Video Recording the Lesson: Whole Class, Including Two Focus Students,”** you will demonstrate your ability to teach the lesson you have planned. In order for you to complete this step of your response, you will:

- Write a brief paragraph about your teaching context for this lesson.
- Draw a simple floor plan of your classroom.
- Submit a 20-minute continuous and unedited video of you teaching this lesson. Remember that you will need permission forms for students and adults who will be seen on the video (*See Chapter 7 for further guidance on privacy issues*).

For **Step 5: “Analyzing the Lesson,”** you will demonstrate your ability to analyze the effectiveness of the lesson for the whole class and the two focus students. In order for you to complete this step of the response, you will:

- Analyze the effectiveness of the lesson you taught, using the video as one reference for the analysis.
- Analyze the effectiveness of the lesson plan and of the adaptations for the two focus students.
- Score the assessment and collect evidence of student learning from the assessment, including the focus students’ responses plus three student responses that represent the range of achievement on the assessment (total of five responses to be submitted).
- Label the five responses as indicated below. If the assessment was not given in written format, indicate the scoring criteria used and provide your assessment notes about the students’ performance based on these scoring criteria (e.g., for a non-written, oral or other performance-based assessment).
 - English learner focus student (or Languages Other Than English second student who presents a different instructional challenge) focus student: remove her/his name and label as “Student 1.”

CULMINATING TEACHING EXPERIENCE TASK

- Student who presents a different instructional challenge focus student: remove her/his name and label as “Student 2.”
- Student who scored well on the assessment: remove her/his name and label as “Student 3.”
- Student who scored in an average range on the assessment: remove her/his name and label as “Student 4.”
- Student who did not score well on the assessment: remove her/his name and label as “Student 5.”
- Analyze the evidence of student learning for the class and for the two focus students.

Hint: It is helpful to write this analysis while reviewing the video.

For **Step 6: “Reflection after Instruction,”** you will demonstrate your ability to use what you learned in this task to improve your future planning and instruction. In order for you to complete this step of your response, you will:

- Reflect on your analysis of the effectiveness of the lesson and on student learning as a result of the lesson.
- Describe how the outcome of the lesson and of the assessment will affect your future planning and teaching.
- Identify your professional development goals based on what you learned from this instructional experience.

PART 2: MAKING CHOICES

The suggestions in this section are provided to help you plan your responses and select your evidence so that your most effective instruction and assessment planning your teaching practices and your ability to analyze the evidence of student learning will be demonstrated to the assessors who will score your response.

You have three important choices to make for this task. The choices you make will affect the quality of your response:

1. Choosing a class
2. Choosing two focus students within the class
3. Choosing an academic lesson
4. Choosing an assessment

1. Choosing a class

You need to collect and record information about students within a single class.

- If you are a candidate for a Multiple Subject Preliminary Credential, these students need to be in one class within grades K-8.
- If you are a candidate for a Single Subject Preliminary Credential, these students need to be

in one class within your content area. If you are a candidate for a Single Subject Preliminary Credential, choose a class within your content area that is different from the class you chose in the *Designing Instruction* and the *Assessing Learning* tasks.

- If you have more than one class from which to choose, it is important to select a class that gives you an opportunity to fully demonstrate your practice. For this reason, the best performing class may not be your best choice for this task.

2. Choosing two focus students

Select two students who are different than the students you chose for the *Designing Instruction* and the *Assessing Learning* task. Focusing on these two students as you progress through this task will allow you to demonstrate your ability to learn about and plan for students' individual learning needs. Selecting students who have distinctly different learning needs, and therefore present different instructional challenges, is important because it will give you the opportunity to demonstrate a broader range of skills in planning and implementing lessons and assessments than if you focused only on the class or on one type of challenge.

The two focus students must be:

Student 1: An English learner. One of the two students must be an English learner, so you can demonstrate your ability to learn about and plan for students who are English learners. This student should have documented EL needs, such as a CELDT score within the lower to mid-range of English proficiency. It would not be helpful for you to choose a student who has a high CELDT score or one who has been reclassified as English proficient as they are not likely subjects for demonstrating your abilities in the this area.

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

Student 2: A student who presents a different instructional challenge. The other focus student is one “who presents a different instructional challenge,” such as a student who, for example, is very active, or high achieving, or who has a short attention span, or a special health consideration.

Selecting students who have distinctly different learning needs is important because it will give you the opportunity to demonstrate a broader range of your teaching practice than if you focus only on the class as a whole or on one additional type of instructional challenge. It is important for you to choose students who give you an opportunity to demonstrate the range of your ability to teach. Remember that the focus is on your practice, not on the level of student performance.

3. Choosing an academic lesson

If you are a candidate for a Multiple Subject Preliminary Credential, you will plan a lesson in a core curriculum area such as English/language arts, mathematics, history/social science, or science that is different from the lessons you planned in the previous tasks. If you are a candidate for a Single Subject Preliminary Credential, you will plan a lesson within your subject area that is different from the lessons you planned in the previous tasks. Your teacher preparation program may provide you with additional guidance for making your content area selection.

CULMINATING TEACHING EXPERIENCE TASK

Select or develop a lesson that allows you to demonstrate your ability to address the instructional planning for the whole class with adaptations for the two focus students (Steps 3 and 4 of the task). For this task, you may use an existing lesson plan, adapt an existing lesson plan, or develop your own lesson plan. Depending on the age and grade range of the students, the lesson could be 15 to 90 minutes in duration. It should be a single, discrete lesson within a larger unit of study or within a series of lessons. Select, adapt, or develop a lesson that gives you the opportunity to address all of the components of effective instruction that are discussed in Step 2, and that allows for the kinds of adaptation you will need to make to meet the focus students' needs in Step 3.

A lesson in which students are only memorizing procedures or are involved in rote learning may not be the best choice for this lesson. The state-adopted student academic content standards and/or frameworks in your subject area will guide your lesson selection or development.

4. Choosing an assessment

If you are a candidate for a Multiple Subject Preliminary Credential, you will plan and conduct an assessment in a core curriculum areas such as English/language arts, mathematics, history/social science, or science. If you are a candidate for a Single Subject Preliminary Credential, you will plan and conduct an assessment within your subject area.

Your first step in choosing an assessment is to consider where you are in the selected unit of study. The following chart provides a review of the three major purposes of assessment: entry level (typically used as the beginning of unit of study); progress monitoring (typically used in the middle of the unit of study), or summative (typically used at the end of the unit of study). In your task response, you will need to identify and describe the purpose of your assessment.

D. How Your Response Is Scored

Your response to this task is judged on the extent to which it provides clear, consistent, and convincing evidence of your ability to connect student characteristics to instructional planning. There are four performance score levels, from a low of 1 to a high of 4. Your task response will be scored by a trained assessor and will be given a single overall performance level score. The criteria for each of the four score levels are provided below, first in summary version for quick reference, and then in the *Culminating Teaching Experience* task rubric.

Key Score Level Criteria: A Quick Reference

Score Level 4	Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response
Score Level 3	Evidence is appropriate, relevant, or accurate; connected across the response

Score Level 2	Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent
Score Level 1	Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response

E. The Scoring Rubric

Score Level 4. The response provides written and video evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS TPE 8, 9

The candidate learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- obtaining detailed and relevant information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students’ needs

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING TPE 10, 11

The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- allocating instructional time appropriately
- establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time

CULMINATING TEACHING EXPERIENCE TASK

- developing and maintaining clear and appropriate expectations for academic and social behavior
- creating and maintaining a positive climate for learning

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 5, 6, 7

The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using relevant and developmentally-appropriate instructional strategies and activities according to purpose and lesson content
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying relevant and appropriate instructional practices for English Language Development
- ensuring the active and equitable participation of all students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students

ASSESSING STUDENT LEARNING

TPE 2, 3

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students
- using classroom assessments appropriately and analyzing student work accurately

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate reflects on the instructional experience and student learning, as evidenced by:

- providing detailed and relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Score Level 3. The response provides written and video evidence that clearly demonstrates the teacher candidate’s ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS TPE 8, 9

The candidate learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- obtaining relevant information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students’ needs

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING TPE 10, 11

The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- allocating instructional time appropriately
- establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time
- developing and maintaining appropriate expectations for academic and social behavior
- creating and maintaining a positive climate for learning

ENGAGING AND SUPPORTING STUDENTS IN LEARNING TPE 4, 5, 6, 7

The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using developmentally-appropriate instructional strategies and activities according to purpose and lesson content
- making appropriate plans for students who have special needs or abilities
- drawing upon relevant information about students’ backgrounds and prior learning, including

CULMINATING TEACHING EXPERIENCE TASK

students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language

- knowing and applying appropriate instructional practices for English Language Development
- ensuring the active and equitable participation of most students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students

ASSESSING STUDENT LEARNING

TPE 2, 3

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students
- using classroom assessments and analyzing student work accurately

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate reflects on the instructional experience and student learning, as evidenced by:

- providing relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Score Level 2. The response provides written and video evidence that partially demonstrates the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate minimally learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework

- obtaining cursory information about the class as a whole and about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING **TPE 10, 11**

The candidate minimally establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- sometimes appropriately and sometimes inappropriately allocating instructional time
- establishing inconsistent or minimal procedures for routine tasks and management of transitions
- developing and maintaining ambiguous or inconsistent expectations for academic and social behavior
- creating a climate that is sometimes appropriate for learning

ENGAGING AND SUPPORTING STUDENTS IN LEARNING **TPE 4, 5, 6, 7**

The candidate minimally uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using ambiguous or inconsistent strategies and activities according to purpose and lesson content
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development
- ensuring the active and equitable participation of some students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS **TPE 1**

The candidate minimally knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students

CULMINATING TEACHING EXPERIENCE TASK

ASSESSING STUDENT LEARNING

TPE 2, 3

The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students
- using ambiguous classroom assessments and cursory or inconsistent analysis of student work

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate minimally reflects on the instructional experience and student learning, as evidenced by:

- providing cursory or limited reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Score Level 1. The response provides written and video evidence that does little or nothing to demonstrate the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS TPE 8, 9

The candidate insufficiently learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:

- establishing inappropriate or no goals for student learning based on state-adopted academic content standards for students or state-adopted framework
- obtaining irrelevant or no information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or instruction not in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and do not meet students' needs

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING TPE 10, 11

The candidate insufficiently establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- allocating instructional time inappropriately
- establishing inappropriate or no procedures for routine tasks and management of transitions
- developing and maintaining inappropriate or no expectations for academic and social behavior
- creating a climate that is inappropriate for learning

ENGAGING AND SUPPORTING STUDENTS IN LEARNING TPE 4, 5, 6, 7

The candidate insufficiently uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using developmentally-inappropriate or no instructional strategies and activities according to purpose and lesson content
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- knowing and applying inappropriate or no instructional practices for English Language Development
- ensuring the active and equitable participation of few or no students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS TPE 1

The candidate insufficiently knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students

ASSESSING STUDENT LEARNING TPE 2, 3

The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students
- using inappropriate or no classroom assessments and inaccurate or no analysis of student work

CULMINATING TEACHING EXPERIENCE TASK

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate insufficiently reflects on the instructional experience and student learning, as evidenced by:

- providing irrelevant or no reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

F. The Culminating Teaching Experience Task

Step 1: Learning about Students in the Whole Class and Two Focus Students

Directions:

An important step in planning instruction is to learn about your students. Select one class, one content area, subject matter within that content area, and two focus students to work with as you complete this task. Respond to the questions about the whole class and the two focus students below.

A. Class Information

Grade Level: _____	Age range of students: _____
Content Area: _____	Total number of students: _____
Subject matter: _____	
Number of Male Students: _____	
Number of Female Students: _____	
Percentage of students receiving free or reduced lunch: _____	
Areas in which students live (check all that apply) _____ Urban _____ Suburban _____ Rural	
Ethnicity of students (provide numbers)	<input type="checkbox"/> African American or Black <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> White, not Hispanic <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Other (Specify) _____
Language proficiency of students (provide numbers)	<input type="checkbox"/> Fluent English Proficient <input type="checkbox"/> English Learner(s) <input type="checkbox"/> English only (native speakers)

CULMINATING TEACHING EXPERIENCE TASK

Identified special need categories represented (provide numbers)	<input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf <input type="checkbox"/> Deaf-Blind <input type="checkbox"/> Other Health Impaired <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Brain Injury <input type="checkbox"/> Gifted /Talented	<input type="checkbox"/> Speech/Language Impaired <input type="checkbox"/> Visually Impaired <input type="checkbox"/> Orthopedically Impaired <input type="checkbox"/> Emotionally Disturbed <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Autistic <input type="checkbox"/> Established Medical Disability (0-5 years)
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B. Learning About the Whole Class

Student Characteristics

Directions:

Provide a general description of what you learned about the characteristics of students in this class, and describe how you will use this information in planning academic instruction in your selected subject matter.

Linguistic background:

Provide a general description of what you learned about students' linguistic background.	Describe how you will use this information in planning academic instruction in your selected subject matter.

Academic language abilities, content knowledge, and skills related to this subject matter

Provide a general description of what you learned about students' academic language abilities, content knowledge, and skills related to this subject matter.	Describe how you will use this information in planning academic instruction in your selected subject matter.

Cultural and health considerations

Provide a general description of what you learned about students’ cultural and health considerations.	Describe how you will use this information in planning academic instruction in your selected subject matter.

Interests and aspirations:

Provide a general description of what you learned about students’ interests and aspirations.	Describe how you will use this information in planning academic instruction in your selected subject matter.

Developmental Factors That May Influence Instruction.

Directions:

Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class. Indicate how you will use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter.

Physical Development

Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.	How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?

Social Development

Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.	How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?

CULMINATING TEACHING EXPERIENCE TASK

Emotional Development

Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.	How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?

C. Focus Students

Directions:

Select two students from the class you just described above. Select one student who is an English learner and one student who presents a different instructional challenge. Consider your selected content area when describing what you learned about the two focus students. In the boxed areas below, provide:

- a description of what you learned about each of the students
- an explanation of how the information will influence your academic instructional planning, including assessment.

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

Student 1: An English Learner

Gender: _____

Age: _____

1. Why did you select this student?

2. What did you learn about this student's linguistic background?

3. What did you learn about this student's academic language abilities related to this subject matter?

4. What did you learn about this student’s content knowledge and skills in this subject matter?

5. What did you learn about this student’s physical, social, and emotional development relevant to this academic content area?

6. What did you learn about this student’s cultural background, including family and home, relevant to this academic content area?

7. What did you learn about this student’s special considerations, including health issues, relevant to this academic content area?

8. What did you learn about this student’s interests and aspirations related to this academic content area?

9. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities, etc.).

Student 2: A Student Who Presents A Different Instructional Challenge

Gender: _____

Age: _____

1. Why did you select this student?

CULMINATING TEACHING EXPERIENCE TASK

2. How is the instructional challenge that he or she presents different from that of the other student?

3. What did you learn about this student's linguistic background?

4. What did you learn about this student's academic language abilities related to this subject matter?

5. What did you learn about this student's content knowledge and skills in this subject matter?

6. What did you learn about this student's physical, social, and emotional development relevant to this academic content area?

7. What did you learn about this student's cultural background, including family and home, relevant to this academic content area?

8. What did you learn about this student's special considerations, including health issues, relevant to this academic content area?

9. What did you learn about this student's interests and aspirations related to this academic content area?

10. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities, and so on).

Step 2: Learning Environment and Academic Instructional Planning for the Whole Class

A. Information about the Learning Environment

Directions:

Consider what you learned about your students in Step 1. Respond to the prompts below about the learning environment. For each response include:

- a description of what you do to establish and/or maintain an effective environment for learning
- a rationale for why the decisions are appropriate for the class.

1. In what ways do you establish and maintain a positive climate for learning?

2. In what ways do you establish and maintain rapport with all students and their families?

3. In what ways do you encourage students to take responsibility for their own learning and to work responsibly with others and independently?

4. In what ways do you establish clear expectations for academic and social behavior and respond to behavior that does not meet those expectations?

CULMINATING TEACHING EXPERIENCE TASK

5. Discuss the classroom routines and procedures that you use, including how you establish and maintain them.

--

B. Information about Academic Instructional Planning

Directions:

As you begin to think about the lesson that you will present to this class of students, consider what you learned about them and what you want them to learn in the lesson. Respond to the questions below regarding your plan for instruction for the whole class.

1. At what point in the sequence of the unit is this lesson? Check one:

<input type="checkbox"/>	At the beginning of the unit of study
<input type="checkbox"/>	Between the beginning and the end of the unit of study
<input type="checkbox"/>	At the end of the unit of study

2. The video is a 20 minute portion of a _____ minute lesson.

3. List the state-adopted academic content standard(s) for students and/or state framework you will address in the lesson.

--

4. What is (are) the academic learning goal(s)? What specifically do you expect students to know or be able to do as a result of this lesson?

--

5. How is (are) the academic learning goal(s) related to the state-adopted academic content standards for students and/or state framework?

--

6. How will the content of the lesson build on what the students already know and are able to do?

--

7. How does the content of this lesson connect to the content of preceding and subsequent lessons?

8. What difficulties do you anticipate students may have with the lesson content? Why do you think these will be areas of difficulty?

9. What evidence will you collect during the lesson and/or at the end of the lesson that will show the extent to which the students have made progress toward the academic learning goal(s)?

10. Think about how you will sequence your instruction of the academic content to be covered in this lesson. Describe your plan for instruction in the order in which it will be implemented. Address each of the following and provide a rationale for each of your decisions:

- Communicating the academic learning goal(s) to the students
- Instructional strategies
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room
- Monitoring of student learning

Instructional Plan	Rationale

11. Discuss the specific classroom routines and procedures you will use in this lesson to maximize instructional time.

CULMINATING TEACHING EXPERIENCE TASK

12. In what ways will you ensure the active and equitable participation of all students during the lesson?

13. Given the difficulties you anticipate students may have with the content, what additional steps might you take to foster access and comprehension for the students?

14. In what ways will you share the results of the instruction with students and/or families?

Step 3: Lesson Adaptations for the Two Focus Students

Directions:

Consider what you have learned about the two focus students in Step 1, and the implications for instruction that you identified for each of them. For the two students, determine what adaptations you will make to this lesson that you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for instruction, explain that decision.

A. Adaptation for Student 1: An English Learner

1. What adaptations to the instructional plan will you make for the student?

2. Why are these adaptations appropriate for the student?

3. For the part(s) of the plan for instruction that you are not adapting, why are they appropriate for the student as planned?

B. Adaptation for Student 2: A Student Who Presents A Different Instructional Challenge

1. What adaptations to the instructional plan will you make for the student?

2. Why are these adaptations appropriate for the student?

3. For the part(s) of the plan for instruction that you are not adapting, why are they appropriate for the student as planned?

Step 4: Teaching and Video Recording the Lesson: Whole Class, including Two Focus Students

Directions:

Make a twenty-minute video of you teaching the lesson to this class of students.

Before beginning the lesson, review Chapter 7 of the Candidate Handbook, check to make sure that you have permission slips for any student and/or adult who will be visible on the video. Students who do not have permission to be videoed may participate in the lesson off-camera.

Provide a succinct description of your teaching context; include what you believe would be helpful for assessors to know when viewing the video. Consider including details of any state or district mandates that may shape your teaching (e.g., required curricula, standardized tests, pacing, texts). You might also include information regarding the degree to which you have access to current technologies.

Attach a simple floor plan of your classroom at the back of your completed response.

CULMINATING TEACHING EXPERIENCE TASK

Step 5 Analyzing the Lesson

Directions:

Review the video of this lesson and consider all the student assessment responses. Select three responses of students other than your two focus students that represent the range of achievement within the class. Label these responses as Student 3, Student 4, and Student 5. Label the two focus students' assessment responses as Student 1 and Student 2. Submit all five assessment responses. Review carefully the evidence of student learning you are submitting. Answer the questions below.

- 1. Did you teach this lesson as planned? If not, what changes did you make to the lesson and why?**

- 2. How appropriate were your time allocations for the students, the content, and the planned instructional strategies and student activities? Cite specific examples.**

- 3. To what extent did the class as a whole achieve the academic learning goals of the lesson?**

- 4. In what ways did the environment in the classroom, including climate, rapport, routines, and procedures, contribute to student learning?**

Directions:

Think about the components of the lesson and the evidence of student academic learning that you see in your video. Respond for your whole class, and for each of the two focus students.

A. For the Whole Class

- 1. In what ways was your lesson effective and what might you do differently to improve the lesson?**

2. How well did this lesson connect with the students' background and developmental information? Cite specific examples.

3. What will you do for the student(s) who did not achieve the academic learning goals?

4. What are your next steps with the class?

B. For Student 1: An English Learner

1. In what ways was your lesson effective and what might you do differently to improve the lesson?

2. How well did the lesson connect with the student's background and developmental information? Cite specific examples.

3. To what extent did the student make progress toward the academic learning goals? Cite specific examples from the evidence of student learning that you reviewed.

4. What will you do for the student(s) who did not achieve the academic learning goals?

5. What are your next steps with this focus student?

6. What would be your next steps in planning to facilitate this student's English Language Development?

CULMINATING TEACHING EXPERIENCE TASK

C. Student 2: A Student Who Presents A Different Instructional Challenge

1. In what ways was your lesson effective and what might you do differently to improve the lesson?

2. How well did the lesson connect with the student's background and developmental information? Cite specific examples.

3. To what extent did the student make progress toward the academic learning goals? Cite specific examples from the evidence of student learning that you reviewed.

4. What will you do for the student(s) who did not achieve the academic learning goals?

5. What are your next steps with this focus student?

Step 6: Reflection after Instruction

Directions:

Review your responses for Steps 1 to 5. Consider what you have learned through the Culminating Teaching Experience task about the lesson, the student learning as a result of the lesson, and your analysis of the lesson and the student learning. Answer the questions below.

- 1. Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons?**

- 2. After reflecting upon this instructional experience, what have you learned about the need for making adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.**

- 3. What are your goals for increasing your knowledge and skill in implementing instruction? How will achieving these goals help you become a more effective teacher?**

CHAPTER 7

Privacy and Permission Requirements



CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Candidate Handbook



Chapter 7 of the CalTPA Candidate Handbook
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Updated: JMarch 2013

Privacy and Permission Requirements

Important Information for All Candidates

Introduction

As you are completing the tasks of the CalTPA, you are required to maintain candidate, student and adult privacy at all times. When you video the class for the Culminating Teaching Experience task, you will be required to have permission from any individual who will appear on the video. When you submit samples of student work as part of your response to the Assessing Learning and the Culminating Teaching Experience tasks, you will not be required to have permission from the student's parent/guardian. This chapter will provide you with critical information about how to fulfill each of these mandatory teaching performance assessment requirements.

Maintaining Candidate Privacy

Your teaching performance assessment task submissions represent your own unaided work. Your submissions will be scored "blind," that is, the assessor will not know your identity. In order to maintain your own privacy during the teaching performance assessment process, your teacher preparation program should provide you with information about its process for assigning you a number or another type of non-personal identifier. Each blank task form on which you provide your responses contains a space at the upper right hand corner for this non-personal identifier.

Maintaining Student and Adult Privacy

Completing the tasks of the CalTPA necessarily requires you to interact with K-12 students, teachers, and others in the school setting. You are responsible for maintaining the privacy of each of these individuals as well as your own privacy. Instructions within each task explain as applicable how to remove personally-identifiable information from samples of student and/or adult work before these are submitted as part of your task responses.

Obtaining Student and Adult Permission for the Video, and for Samples of Student Work

The Culminating Teaching Experience task requires that you make a video of a twenty-minute segment of a lesson you are teaching to K-12 students. You must have signed permission from the parent/guardian of each K-12 student who will appear in the video, as well as signed permission from any adult, including any K-12 students who are legally adults, who will appear in the video, before these individuals can be included in the video process. Permission must be obtained ahead of time, prior to making the video.

The Assessing Learning and the Culminating Teaching Experience tasks require that you submit samples of student work. Since K-12 student work samples are submitted without any identifying information, written permission to include these work samples with the candidate responses is not required.

PRIVACY AND PERMISSION REQUIREMENTS

Each local K-12 public school district and/or county office of education has its own requirements and process for obtaining permission for students and adults. Some may use a “blanket” permission process whereby a parent/guardian/adult signs one form that suffices for all activities during that school year, while others may require a new form for each different activity that takes place during the school year. Your teacher preparation program, as well as the K-12 classroom teacher(s) in whose classrooms you are doing your student teaching placement(s) and your fellow K-12 teachers if you are an Intern, can assist you in learning about and complying with these requirements.

You should always comply with the policies and practices of the K-12 setting in which you are working and with the policies and practices of your teacher preparation program.

Maintaining Privacy and Control of the Culminating Teaching Experience Task Video

It is your responsibility to protect the privacy of all individuals, including yourself, who appear in the video made as part of the Culminating Teaching Experience task. Once the video is made, you are responsible for ensuring that the master copy of the video is provided directly to your teacher preparation program.

You may:

- watch the video by yourself in order to complete the analysis and reflection portions of the task
- prepare the video for submission according to your teacher preparation program’s guidelines
- make one backup copy of the video
- post the video to a secure online site as directed by your teacher preparation program

You may not:

- make more than one backup copy of the video
- share the video with your family or friends, or any other person or organization
- post the video online to any public site (e.g. YouTube)
- keep possession of the master copy of the video longer than the minimum time necessary before you are able to submit it to your teacher preparation program

Violation of any of these privacy requirements with respect to the video can have serious consequences that could affect your career as a teacher.

Use of CalTPA Candidate Results for Induction

One of the statutory purposes of the teaching performance assessment requirement (Chap. 517, Stats. 2006) is that the results of the TPA be reported in such a way that they serve to help inform

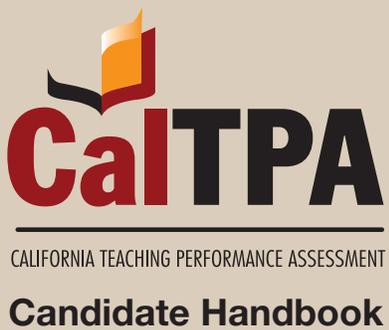
the Individual Induction Plan during the Induction program experience. Federal and state privacy requirements, however, do not allow your teacher preparation program to turn your results directly over to an Induction program without your permission. You may be asked by your teacher preparation program for permission to share your teaching performance assessment results with a Commission-approved Induction program. Or, you may be asked directly by your Induction program to share this information. While it is your choice to give or withhold permission, you should be aware that it is in your best interest to help your local Induction program provide the most appropriate individualized plan for your growth and development as a beginning teacher, and your teaching performance assessment results are a useful part of that process.

For Further Information

For further information and/or guidance about fulfilling privacy and permission requirements related to the teaching performance assessment, please consult your local teacher preparation program.

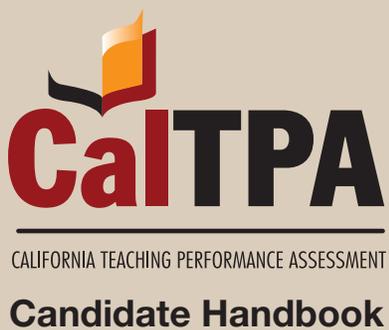
CHAPTER 8

Program Implementation Information



APPENDIX A

The California Teaching Performance Expectations (TPEs)





Appendix A of the CalTPA Candidate Handbook

Is covered by this Handbook's

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The California Teaching Performance Expectations

Through rigorous research and consultation with California educators, the California Commission on Teacher Credentialing (CTC) developed the *Teaching Performance Expectations (TPEs)* to describe the set of knowledge, skills, and abilities beginning teachers should have and be able to demonstrate. Teaching performance expectations describe teaching tasks that fall into six broad domains:

- A. Making Subject Matter Comprehensible to Students
- B. Assessing Student Learning
- C. Engaging and Supporting Students in Learning
- D. Planning Instruction and Designing Learning Experiences for Students
- E. Creating and Maintaining Effective Environments for Student Learning
- F. Developing as a Professional Educator

The complete text of the TPEs follows.

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1 has two categories since self-contained classroom teachers are responsible for instruction in several subject areas, while departmentalized teachers have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom

CA TEACHING PERFORMANCE EXPECTATIONS

environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (Grades K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (Grades 7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help

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students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

Teaching Agriculture in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture (Grades 7-12). They understand how to deliver a four year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers. Candidates teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

Single Subject candidates will structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students in grades 7-12. Additionally, Single Subject candidates guide, monitor and encourage students during hands-on laboratory investigations, experiments and practicum. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching Art in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Art (Grades 7-12). They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.

Candidates for a Single Subject Credential in Art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations,

CA TEACHING PERFORMANCE EXPECTATIONS

and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.

Additionally, Art Single Subject candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist's intent, purpose, and technical proficiency. Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

Teaching Business in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Business demonstrate the ability to teach the state-adopted career technical education (CTE) model curriculum standards in business (Grades 7-12) for student mastery. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets. Candidates teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and then ethical use of information technology in business situations.

Candidates instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Candidates assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Candidates assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. They utilize a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.

Teaching Health Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Health Science (Grades 7-12).

Candidates demonstrate a fundamental understanding of professional, legal, scientific, behavioral and philosophical principles of health education and the role of the school health educator within

a Coordinated School Health Program (CSHP). They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision making process and promote healthy behaviors. Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression.

Teaching Home Economics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted career and technology standards for students in home economics (Grades 7-12). They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. In the HERO program, candidates work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job-training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

Teaching Industrial and Technology Education in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Industrial and Technology Education (ITE) demonstrate the ability to teach the state-adopted academic content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education (Grades 7-12). They provide students with an understanding of the nature of technology and of its core technological concepts. They prepare students to understand and use the design process as a

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problem-solving model. They design and provide to students, problems, exercises, and projects that require the application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They will prepare students to use all types of tools safely, correctly, and effectively.

Additionally, Industrial and Technology Education Single Subject candidates prepare students to understand the connections and interactions between technology and all aspects of society. The students will gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Candidates will provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning as well as provide a foundation for making ITE-related career choices.

Teaching Languages Other Than English in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Languages Other Than English demonstrate the ability to teach the state-adopted academic content standards for world languages. First, and most important, they demonstrate a high proficiency in the target language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and enhancement of the language and culture of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they have knowledge of using technology to support and enhance their instruction.

Teaching Music in a Single Subject Assignment

Candidates for the Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Music (Grades 7-12). They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and have facility in transposition. Candidates model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use

effective conducting techniques and teach students to sight sing, sight read, improvise, compose and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze and critique performances and works of music, including their own. They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media and entertainment industries. Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics.

Teaching Physical Education in a Single Subject Assignment

Candidates for the Single Subject Teaching Credential in Physical Education demonstrate the ability to teach the state-adopted academic content standards for students in physical education (Grades K-12). They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction between information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students' cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

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B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction.

Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for a Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for a Teaching Credential clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices

Background information: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This

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TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12. ¹

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a Multiple Subject Teaching Credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students’ taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates

¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to supplement and not replace the broader range of pedagogical skills and abilities described in the TPEs.

support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners

Candidates for a Single Subject Teaching Credential know and can apply pedagogical theories, principles and instructional practices for comprehensive instruction of English Learners. They know and can apply theories, principles and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.² They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

² Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual or world language classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: INSTRUCTIONAL PLANNING

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

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Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

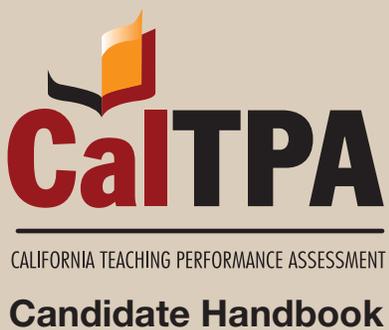
Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. They develop appropriate plans for professional growth in subject matter knowledge and pedagogy. Candidates access resources such as feedback from professionals, professional organizations, and research describing teaching, learning, and public education.

TPES MEASURED IN THE CaITPA TASKS

	Subject Specific Pedagogy	Designing Instruction	Assessing Learning	Culminating Teaching Experience
TPE 1	√	√		√
TPE 2				√
TPE 3	√		√	√
TPE 4	√	√		√
TPE 5				√
TPE 6	√	√	√	√
TPE 7	√	√	√	√
TPE 8		√	√	√
TPE 9	√	√	√	√
TPE 10				√
TPE 11				√
TPE 12				
TPE 13		√	√	√

APPENDIX B

Subject-Specific Pedagogy Tasks





Appendix B of the CalTPA Candidate Handbook

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Updated: September 14, 2009

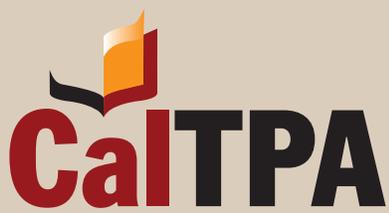
Subject-Specific Pedagogy Tasks

Each content areas listed below is a link to its *Subject-Specific Pedagogy* task. The tasks may also be accessed via the Commission website, <http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>.

Content Area
Multiple Subject
Single Subject:
Agriculture
Art
Business
English
Health Science
Home Economics
Industrial and Technology Education
Languages Other Than English <ul style="list-style-type: none"> •American Sign Language (<i>coming soon</i>)
Mathematics
Mathematics: Foundational-Level (<i>coming soon</i>)
Music
Physical Education
Science: Biological Sciences
Science: Chemistry
Science: Foundational-Level General Science
Science: Geosciences
Science: Physics
Social Science

APPENDIX C

Glossary



CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Candidate Handbook



Appendix C of the CalTPA Candidate Handbook

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Glossary

Academic Content Standards for Students. California state-adopted standards that describe the knowledge and skills students are expected to master level within a content area.

Academic Language. Refers to the language of literacy and books, tests, and formal writing within an educational context.

Academic Learning Goals. Describe what the students know and/or are able to do as a result of the instructional experience(s).

Adaptations. Changes made by a teacher to lesson or assessment components, usually to the lesson format or to a test, that allow students to participate effectively in the lesson or the assessment. For example, adaptations can include use of different or additional resources, assistance from another student or adult or additional time.

Analysis. A response that is grounded in evidence and deals with reasons, rationales, and interpretations of data and information.

Artifact. A document used or produced by a teacher candidate while planning instruction, during instruction, or as part of an assessment that will help CalTPA assessors better understand the activity written about in a response or featured in a video. This might include, but is not limited to, student work, lesson plan(s), unit plan(s), an assessment instrument, a rubric, task directions, and assessment directions. An artifact as evidence can assist an assessor in understanding a teacher's analysis and rationale. See "Evidence" below.

Assessment. The formal or informal process of collecting evidence about student progress, analyzing and evaluating progress, communicating about progress, and adjusting teaching practice 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, student work, and may include feedback from parents or other family members.

Entry-Level Assessment: An assessment used by a teacher to determine whether students possess crucial prerequisite skills and knowledge expected at their grade level. By using entry-level assessment, the teacher is asking: "To what degree do my students already know and understand the content of the standards I am planning to teach for this unit of study?" The results of entry-level assessments help guide the teacher in setting the course of initial instruction and determining modifications for specific students or groups of students.

GLOSSARY

Progress Monitoring Assessment: Frequent monitoring of student performance during instruction that yields assessment data on whether students are progressing adequately toward achieving the academic content standards for the lesson or unit, and that can be used immediately to adjust instruction. By using progress monitoring assessment, the teacher is asking: “To what degree are my students achieving the content of the standards I am teaching?” “Are they progressing adequately?” “Do I need to adjust how I am teaching?” “Do they need re-teaching?”

Summative Assessment: An assessment that measures the depth of understanding and the generalization and transference of skills and knowledge required for mastery of the academic content standards. When using summative assessment, the teacher is asking: “To what degree have my students achieved the content of the standards I have taught?” “Do I need to re-teach any key concepts?” “Can the class move forward to a new unit of study?”

CalTPA Assessor. An expert in pedagogy or a California credentialed educator, including classroom teachers and administrators who score CalTPA candidate responses. An assessor also must have satisfactorily completed a comprehensive, approved training program to score CalTPA tasks.

California Teaching Performance Assessment (CalTPA). A state-adopted assessment that measures aspects of the *Teaching Performance Expectations* (TPEs) that describe what California teachers need to know and be able to do as part of qualifying for a Preliminary Credential.

CalTPA Tasks. Interrelated but separate performance tasks that are designed to measure aspects of the TPEs and to reflect what beginning teachers should know and be able to do as part of qualifying for a Preliminary Credential.

California English Language Development Test (CELDT). An examination for K-12 students administered through the California Department of Education. The purpose of the CELDT is to identify students who are English learners, determine their level of English proficiency, and annually assess their progress in learning English. Four skill areas are measured: listening, speaking, reading, and writing. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced.

Content Area. An academic discipline such as English/language arts, mathematics, science, history/social science, foreign language, art, or physical education.

CTC. The California Commission on Teacher Credentialing is an agency in the Executive Branch of state government. The agency serves as an independent state standards board for educator

preparation for the public schools of California for the licensing and credentialing of professional educators in the state, for the enforcement of professional practices of educators, and for the discipline of credential holders in the State of California.

English Language Development. Instruction designed and structured specifically for English learner students to develop their English language skills in listening, speaking, reading, and writing.

English Learner. A student who uses a primary language other than English and who has developing proficiency in English as a goal.

Evidence. Any information produced by a teacher candidate or by students that documents teaching performance and can be linked to the Teaching Performance Expectations. See “Artifact” above.

Focus Students. Selected students who for whom a teacher candidate demonstrates his or her ability to collect information, plan instruction and assessment, make adaptations, and reflect on outcomes. The range of potential focus students within the CalTPA includes English learners and other students with special needs or instructional challenges.

Framework. California curriculum frameworks describe and define the content and instructional program teachers are expected to deliver within a content area and/or grade level.

Instructional Plan. A set of decisions made by the teacher during planning that outlines the sequence and organization of an instructional experience.

Instructional Strategies. Activities and approaches used by teachers during instruction to actively engage students with the content.

Lesson. A period of instruction; an assignment or exercise in which something is to be learned; an act or an instance of instructing; teaching; an experience, example, or observation that imparts new knowledge.

Linguistic Background. A student’s linguistic background is made up of the languages and language experiences that have been part of his or her life experience.

Pedagogy. The art and profession of teaching, training or instruction.

Prompt. A question or statement that elicits a teacher candidate’s response within the CalTPA performance tasks.

Reflection. The act of stepping back and taking a fresh look at one’s practice and how it is affecting student learning. A candid and structured self-analysis about teaching and learning. A thought process

GLOSSARY

that occurs after a teaching situation. An analysis that helps a teacher to make decisions about how s/he would approach similar situations in the future. Teachers could decide to do something the same way, differently, or not at all.

Student Activities. What students do during an instructional experience.

Student Characteristics. Attributes of students such as cognitive, linguistic, social and physical development and background experiences.

Students with Special Needs. Students with an active Individual Education Plan, a Section 504 Plan, or who are designated as “gifted” or “talented.”

Accommodation for a Student with Special Needs. An adjustment made to the learning environment to ensure equal access; any alteration of existing facilities or procedures to make them readily accessible to persons with disabilities; an adjustment made to the learning environment to challenge or enhance the abilities and achievement of students who are gifted or talented.

Adaptation for a Student with Special Needs. A change made to regular instruction, to the content and/or to performance criteria to provide a special needs student with meaningful and productive learning experiences, environments, and assessments based on his/her individual needs and abilities.

Modification for a Student with Special Needs. Any procedure intended to meet the requirement of the student’s IEP, Section 504 plan, or other individualized learning plan for a gifted or talented student.

Students Who Present a Different Instructional Challenge. Students who have distinctly different learning needs, such as a student with a very short attention span or special health considerations.

Subject Matter. A strand or branch of content within a content area or discipline. Or, the specific concepts or skills within the content area that are being taught and that are the subject (or focus) of the lesson.

Task-specific Rubric. A set of explicit criteria for each performance task that is organized by TPE domains and is used to measure teacher candidate responses. Each rubric is unique to a given performance task.

Task Response. A teacher candidate’s response to assessment questions for a given CalTPA performance task. In addition to a candidate’s written response, a task response may include instructional and assessment artifacts, student work, and video (for the *Culminating Teaching Experience* task only).

Teaching Performance Assessment (TPA). Any assessment which measures aspects of the *Teaching Performance Expectations* (TPEs) that describe what California teachers need to know and be able to do as part of qualifying for a Preliminary Credential.

Teaching Performance Expectations (TPEs). Describe what California teachers need to know and be able to do as part of qualifying for a Preliminary Credential.

Teaching Strategies. A combination of instructional methods, learning activities, and materials that actively engage students and appropriately reflect both learning goals and students’ developmental needs.

Unit of Study. A group of related lessons supported by a common goal or theme. The time interval should be sufficient to provide evidence of students’ development of skills or understanding relevant to the topic.

