



CalTPA Acceptable Support

This document outlines policies and guidelines for supporting candidates during their completion of the CalTPA. These guidelines apply to all support providers including faculty, supervisors, cooperating teachers, mentor teachers, peers, and others who may provide assistance (e.g., tutors). Consistent with research on student learning, programs are encouraged to help candidates examine in meaningful ways the Teaching Performance Expectations (TPEs) evaluated by the CalTPA, and to discuss how they will demonstrate their performance in relation to those expectations. Since the CalTPA is to be embedded within a preparation program, it is expected that candidates will engage in professional conversations with support providers about teaching and learning associated with the outcomes assessed by the CalTPA. Support providers are encouraged to review with the candidate the language, structure, and progression of a candidate's submission against the CalTPA rubrics, and to provide formative feedback and guidance to the candidate as part of the preparation program experience.

The following activities constitute **required** forms of support for candidates completing the CalTPA:

- Providing candidates with access to the CalTPA assessment and other explanatory materials about the CalTPA and expectations for candidate performance on the assessment
- Explaining CalTPA cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions)
- Engaging candidates in formative experiences aligned with the CalTPA (e.g., assignments on the plan, teach and assess, reflect, apply sequence; practice in informal assessment of student work or using educational technology)

The following activities constitute **acceptable, but not required** forms of support for candidates completing the CalTPA:

- Providing and discussing support documents such as CalTPA Acceptable Support
- Referring candidates to the definitions and clarifications of key terms contained in the CalTPA assessment materials
- Reviewing examples of effective teaching (e.g., lesson plans, classroom observations, feedback to students) using CalTPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses



- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, using knowledge of students to plan instruction, differentiating instruction)
- Explaining scoring rubrics by using them in formative exercises or assignments
- Linking content and experiences from the preparation program to the TPEs as measured by the CalTPA cycles and rubrics
- Providing a schedule/timeline for completion of CalTPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions
- Co-planning an instructional segment with a peer or cooperating teacher, while ensuring that the evidence submitted for the CalTPA represents the original work of the candidate(s)
- Providing access to translations of instructional materials in languages other than English
- Paraphrasing or answering candidate questions about the content of an instructional cycle, rubrics, directions (including templates), or support documents such as the CalTPA assessment materials
- Probing candidates to self-assess draft responses or video recordings against the CalTPA rubrics without providing direct edits to responses or specific answers to CalTPA prompts
- Answering common questions about the CalTPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalTPA while maintaining the original work of each candidate
- Providing references to relevant articles or sections of a text to address questions about effective instructional strategies
- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalTPA

Although there may be many opportunities for support providers to encourage a candidate's deeper understanding and demonstration of pedagogy, other supports are not acceptable within the CalTPA process. These unacceptable forms of support will undermine the use of the assessment as a determinant of a candidate's status with respect to the TPEs and as an indicator of preparation program quality and effectiveness.

The following activities constitute **unacceptable** forms of support for candidates completing the CalTPA:



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- Providing a candidate with the content or answer in response to a CalTPA prompt (e.g., selecting for a candidate the focus students or learning theories/underlying research on which to base a response)
- Editing a candidate's response prior to submission
- Conjecturing on CalTPA performance requirements, expectations, or "what counts" as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalTPA
- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses
- Telling a candidate which video clips or work samples to select for submission
- Describing scenarios or hypothetical examples, or using submissions from other performance assessments to approximate CalTPA performance standards or "benchmarks"
- Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media



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Performance Assessment Guide

Overview of Instructional Cycles and Rubrics

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Acknowledgments

California has been an innovator in the development and use of teaching performance assessments for almost 20 years. The California Teaching Performance Assessment (CalTPA) has been revised and updated with the assistance of a 21-member Design Team; the Evaluation Systems group of Pearson; the Stanford Center for Assessment, Learning, and Equity (SCALE); and the California State University Center for Teacher Quality. The revised CalTPA draws from and is informed by California’s rich experience with different performance-based assessment models, including the original California Teaching Performance Assessment (CalTPA), the Performance Assessment for California Teachers (PACT), and edTPA®. Participants in each of these other systems contributed to the redesigned CalTPA. The Commission on Teacher Credentialing acknowledges the contributions of these assessment systems and the educators who have developed, administered, and scored them.

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Introduction

For 20 years, the Commission on Teacher Credentialing (CTC) has applied performance assessment as one of multiple measures to inform candidate preparedness. This work began in 1998 with the passage of Senate Bill 2042 (Chapter 548) and later with the passage of Senate Bill 1209 (Chapter 517 in 2006), requiring all Preliminary Multiple Subject and Single Subject Credential candidates attending California teacher preparation programs to pass a teaching performance assessment (TPA). In response, the CTC developed a state model TPA, called the California Teaching Performance Assessment (CalTPA), based on the CTC's Assessment Design Standards and the California Teaching Performance Expectations (TPEs). As the CTC moved to strengthen and streamline its accreditation system, update preparation standards to align with the California content standards for students, and improve performance assessment, it was necessary to conduct a deeper review of the TPEs to ensure that, as a whole, they reflected the field's evolving set of expectations for teacher and student knowledge and ability.

At its June 2016 meeting, the CTC adopted new TPEs that are aligned with the California Standards for the Teaching Profession (CSTP), and this action launched the redevelopment of the CalTPA. In doing so, the CTC has engaged a 21-member design team of practitioners and teacher educators, including representation from the full range of teacher preparation programs, teacher induction programs, and the geographic regions of California. Along with assessment development experts from the CTC and the Evaluation Systems group of Pearson, the team has developed a new teaching performance assessment system that reflects the needs of California's students and public schools at the dawn of the 21st Century.

The CalTPA has been purposefully structured to address key elements of the TPEs, including

- development of students' content-specific higher order thinking and [academic language](#) required to be college- and career-ready;
- developmentally appropriate practices in relation to [content-specific pedagogy](#);
- use of [educational technology](#) to enhance instruction;
- approaches to classroom management and student engagement that support [social-emotional development](#); and
- effective instruction of all students in the general education classroom, including [English learners](#), all underserved education groups or groups that need to be served differently, and students with special needs.

The redeveloped CalTPA includes two instructional cycles (plan, teach and assess, reflect and apply) with a focus on content-specific instructional planning and assessment:

❖ **Instructional Cycle 1: Learning About Students and Planning Instruction**

❖ **Instructional Cycle 2: Assessment-Driven Instruction**

Each instructional cycle reflects four iterative steps commonly used in teaching: (1) plan, (2) teach and assess, (3) reflect, and (4) apply. This pedagogical cycle provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the candidate's thinking and encourage active decision-making throughout each cycle of planning, teaching, and assessing student learning.

The redeveloped CalTPA is intended to provide both a formal assessment of candidate ability and a framework of performance-based guidance during the candidate's teacher preparation program to inform candidate preparation and continued professional growth through induction. Analytic feedback provided at the completion of each cycle will facilitate data-driven collaboration and reflection by the candidate in preparing for the subsequent assessment cycle. Performance data will be shared with institutions to assist them in making program improvements and will guide induction programs as they work with new teachers to individualize learning plans. The CalTPA is designed to be embedded within the field placement of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice.

The two instructional cycles were developed to build on each other, but may be completed independently and in any order deemed appropriate by a preparation program.

Evidence Tables

The following tables provide a summary of the expectations of candidates completing the CalTPA, including what actions should be taken and what evidence should be submitted by pedagogical step.

Instructional Cycle 1: Learning About Students and Planning Instruction

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Plan (templates provided)</p>	<ul style="list-style-type: none"> • Gather contextual information, including students' assets and needs, for the whole class and for each of the 3 focus students. • Use California state standards, content-specific pedagogy, and knowledge of your students to develop one lesson plan focused on literacy or mathematics (you may integrate other subjects into the lesson). • Explain how the lesson plan addresses the learning needs of your students and is informed by relevant student assets. (UDL strategies) • Provide key instructional resources and/or materials related to the lesson plan (e.g., reading materials, graphic organizers, slides, support documents, educational technology). 	<ul style="list-style-type: none"> • Written Narrative: Getting to Know Your Students (up to 5 pages) • Lesson Plan • Written Narrative: Lesson Plan Rationale (up to 5 pages) • Related Instructional Resources and Materials (up to 8 pages)
<p>Step 2: Teach and Assess</p>	<ul style="list-style-type: none"> • Teach the planned literacy or mathematics lesson to your students within the school placement. • Video-record the full lesson. Select 3 video clips that show (1) how you create a positive classroom environment and set expectations for learning; (2) how you engage students in activities and use instructional strategies; and (3) how you clarify next steps for learning. • Annotate the three video clips. Annotations include a title and brief rationale for the teaching practices recorded. Annotation titles include: <ul style="list-style-type: none"> • Creating a Positive Learning Environment • Setting Expectations for Learning • Engaging Students in Content-Specific Higher-Order Thinking • Monitoring for Student Understanding 	<ul style="list-style-type: none"> • 3 Annotated Video Clips (up to 5 minutes each)

<p>Step 3: Reflect (template provided)</p>	<ul style="list-style-type: none"> • Provide responses to prompts that describe how successful you were in using student assets and needs to plan an appropriate, relevant, and rigorous content-specific lesson for your whole class and for 3 focus students in literacy or mathematics. Cite evidence from Steps 1 and/or 2 to support your reflection. 	<ul style="list-style-type: none"> • Written Narrative: Reflection on What You Learned (up to 3 pages)
<p>Step 4: Apply (template provided for written narrative only)</p>	<ul style="list-style-type: none"> • Provide responses to prompts regarding how what you learned through completing this assessment cycle will advance your teaching practice, and describe next instructional steps for your students. Cite evidence from Steps 1, 2, and/or 3 to demonstrate your rationale for next instructional steps for your students. 	<ul style="list-style-type: none"> • Narrative (up to 3 pages of written or up to 5 minutes of video): Application of What You Learned

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Instructional Cycle 2: Assessment-Driven Instruction

Cycle Step	What You Need to Do	Evidence to Be Submitted
<ul style="list-style-type: none"> • Step 1: Plan • (templates provided) 	<ul style="list-style-type: none"> • Provide contextual information about one class you are teaching within a school placement. • Develop a plan for a series of lessons and complete the Learning Segment Template that includes the following: <ol style="list-style-type: none"> 1. content and standards 2. learning goal(s) 3. description of assessments (informal assessment, student self-assessment, and formal assessment of learning) 4. how each lesson links to prior learning and/or builds on previous lessons 5. learning activities, including how you and your students will use educational technology 6. instructional strategies 7. description of how you will develop academic language with all students and address the needs of English learners 8. supports and accommodations • Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content-specific learning goal(s). • Provide a blank copy of the formal assessment and scoring rubric/criteria, including definition of proficient student performance. 	<ul style="list-style-type: none"> • Written Narrative: Contextual Information (up to 3 pages) • Learning Segment Template • Written Narrative: Assessment Descriptions (up to 3 pages) • Blank copy of the formal assessment • Formal assessment rubric and/or scoring criteria
<ul style="list-style-type: none"> • Step 2: Teach and Assess • (template provided) 	<ul style="list-style-type: none"> • Conduct the instruction and assessment activities in your learning segment. • Video-record your learning segment. Select 4 clips that include (1) instruction and assessment of academic language development, (2) students' use of educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content. • Annotate the four video clips. Annotations include a title and brief rationale for assessment practices recorded. Annotation titles include: <ul style="list-style-type: none"> • Assessing Student Learning and Development of Academic Language • Students Using Educational Technology • Providing Content-Specific Feedback to Students • Assessing Student Learning and Use of Higher-Order Thinking Skills 	<ul style="list-style-type: none"> • 4 Annotated video clips (up to 5 minutes each)

Cycle Step	What You Need to Do	Evidence to Be Submitted
<ul style="list-style-type: none"> • Step 2: Teach and Assess (continued) • • 	<ul style="list-style-type: none"> • Provide an analysis of your information assessments. • Provide samples of the informal and student self-assessments and/or description of the materials and criteria/rubric 	<ul style="list-style-type: none"> • Written Narrative: Analysis of Informal and Student Self-Assessments (up to 2 pages) • Informal and Student Self-assessments and/or Description of materials and Criteria/Rubric (up to 2 pages)
<ul style="list-style-type: none"> • Step 3: Reflect • (template provided) • 	<ul style="list-style-type: none"> • Score the formal assessment results (products, processes, or performances) for the whole class. • Select 3 examples of student responses (products, processes, or performances) with your feedback from the formal assessment that demonstrate a range of achievement: a response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s) with feedback to these students. • Analyze student results from the informal and formal assessments used throughout the learning segment. • Reflect on the evidence you observed of student learning and accomplishment of the learning goal(s) and objectives, and describe what was most and least effective as well as a target for increasing effectiveness. 	<ul style="list-style-type: none"> • Scored formal assessments from 3 students that represent evidence of learning (products, processes, or performances) with content-specific rubric and/or scoring criteria feedback to student • Written Narrative: Analysis of Assessment Results and Reflection for Whole Class and Individuals (up to 3 pages)
<ul style="list-style-type: none"> • Step 4: Apply • (template provided) 	<ul style="list-style-type: none"> • Plan and conduct a follow-up instructional activity based on your analysis of all assessments: either <ul style="list-style-type: none"> ○ a re-teaching activity with a new instructional approach for students who did not achieve the learning goal(s) <p>OR</p> <ul style="list-style-type: none"> ○ an extension activity that builds on what your students demonstrated that they learned. • Describe how you decided on your instructional approach in the follow-up re-teaching or extension activity and how that change was informed by your analysis of assessment results. • Video-record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of all assessment results from Steps 2 and 3. 	<ul style="list-style-type: none"> • Re-teaching or extension activity description (up to 3 pages) • 1 Annotated video clip (up to 5 minutes) of follow-up instruction (re-teaching or extension activity)

Rubric Essential Questions

For each cycle, rubrics are aligned to the specified steps of the instructional cycle (plan, teach and assess, reflect, and apply). Each rubric is framed by an essential question that outlines the knowledge, skills, and abilities assessed within the rubric. The tables below list the essential questions for the CalTPA rubrics contained in each instructional cycle. Refer to the rubrics in each instructional cycle guide for performance level descriptors and alignment to the TPEs.

Instructional Cycle 1: Learning About Students and Planning Instruction

Plan	
Rubric 1.1	How does the candidate’s proposed learning goal(s) connect with prior knowledge and define specific outcomes for students? How do proposed learning activities and instructional strategies support, engage, and challenge all students to meet the learning goal(s)?
Rubric 1.2	How does the candidate plan instruction using knowledge of FS1’s (English Learner) assets and needs to support meaningful engagement with the content-specific learning goal(s)?
Rubric 1.3	How does the candidate plan instruction using knowledge of FS2’s (student with identified special needs) assets and needs to support meaningful engagement with the content-specific learning goal(s)?
Rubric 1.4	How does the candidate plan instruction using knowledge of FS3’s assets and needs to support meaningful engagement with the content-specific lesson goal(s) and address the student’s well-being by creating a safe and positive learning environment during or outside of the lesson?
Teach and Assess	
Rubric 1.5	How does the candidate establish clear learning expectations that connect with students’ prior knowledge and maintain a positive learning environment that supports all students to access and meet the learning goal(s)?
Rubric 1.6	How does the candidate actively engage students in deep learning of content and monitor/assess understanding?
Reflect	
Rubric 1.7	How does the candidate analyze and describe the impact of their planning, teaching, and assessments on student learning?

Apply	
Rubric 1.8	How will the candidate apply what they have learned in Cycle 1 about students' learning to follow-up instruction to strengthen students' understanding?

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Instructional Cycle 2: Assessment-Driven Instruction

Plan	
Rubric 2.1	How does the candidate’s learning segment plan provide appropriate content-specific learning goals and assessments that offer multiple ways for all students to demonstrate knowledge?
Rubric 2.2	How does the candidate plan a learning segment where assessments, instructional strategies, and learning activities align and provide a progression of learning that develops students’ concepts and skills to achieve the learning goal(s)?
Teach and Assess	
Rubric 2.3	How does the candidate support student development of academic language in relation to the content-specific learning goals?
Rubric 2.4	How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to achieve and/or demonstrate the content-specific learning goals?
Rubric 2.5	How does the candidate use informal assessment to monitor students’ deep understanding of content (higher-order thinking) and adjust instruction to meet the needs of all learners?
Rubric 2.6	How does the candidate engage students in self-assessment to build their awareness of what they have learned and support their progress toward meeting learning goal(s)?
Rubric 2.7	How does the candidate use results of informal assessments, including student self-assessment, to provide feedback to students about how to improve or revise their work to continue progress toward and/or beyond the learning goal(s)?
Reflect	
Rubric 2.8	How does the candidate analyze the formal assessment results based on the scoring criteria and identify and describe emerging learning patterns and trends for the whole class in relation to the learning goal(s)?
Apply	
Rubric 2.9	How does the candidate use the analysis of assessment results to plan and teach a follow-up learning activity and provide a rationale for the activity choice citing evidence?