

CalTPA Program Guide

Version 1

Combined Program Guide V01



Education
Specialist **CalTPA**
California Teaching
Performance Assessment



CalTPA
California Teaching
Performance Assessment



PK-3 Early
Childhood
Education **CalTPA**
California Teaching
Performance Assessment

Preamble to the California Teaching Performance Expectations (TPEs)

Effective teachers strive to provide educational opportunities that are driven by equity and culturally responsive practices and promote each student's academic success and [well-being](#). California teachers recognize, respect, and utilize each student's strengths, experiences, and background as [assets](#) for teaching and learning. Effective teachers confront and alter institutional and implicit biases that reproduce or result in student marginalization, deficit-based schooling, and low expectations.

Throughout the Teaching Performance Expectations ([Multiple Subject and Single Subject TPEs](#), [Education Specialist TPEs](#), and [PK–3 Early Childhood Education TPEs](#)), reference is made to “all students” or “all Birth–22 students.” This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of differences based on learning and behavioral characteristics, as well as [disabilities](#), [dyslexia](#),* and all students who receive services under IDEA, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, gender expression, sexual orientation, culture, language, religion, citizenship status, and/or geographic origin. The range of students in California public schools also includes students whose first language is English; Deaf and Hard of Hearing students who use ASL or other signed languages (e.g., LSM, LSC, BASL), assistive technology (e.g., personal hearing devices/FM/DM system), and/or [augmentative and alternative communication \(AAC\)](#); who are [English learners](#) (including those reclassified as [Fluent English Proficient](#)), [Heritage language users](#), and/or multilingual learners (see [SB 210](#) for Deaf and Hard of Hearing students). This definition of “all students” applies whenever and wherever the phrase “all students” is used in the TPEs and in CalTPA (steps, rubrics, and CalTPA Glossary).

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

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

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Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The California Teaching Performance Assessment (CalTPA) Math Cycle has been revised and updated with the assistance of a group of math experts and the Evaluation Systems group of Pearson. The California Literacy Cycle has been revised and updated with the assistance of a literacy design team and the Evaluation Systems group of Pearson to measure TPE Domain 7: Effective Literacy Instruction for All Students, pursuant to SB 488. The Math and Literacy Cycles draw from and are informed by California's rich experience with different performance-based assessment models, including the original California Teaching Performance Assessment (CalTPA), the redeveloped CalTPA (2016), the Education Specialist CalTPAs, as well as the California Administrator Performance Assessment (CalAPA), the Performance Assessment for California Teachers (PACT), edTPA®, and the National Board for Professional Teaching Standards. The Commission on Teacher Credentialing acknowledges the contributions of these assessment models and the educators who have developed, administered, and scored them.

Introduction

Welcome to the CalTPA Program Guide!

The purpose of the CalTPA Program Guide is to provide information and evidence-based practices about implementing the CalTPA and supporting teacher candidates. Additionally, this program guide provides an overview of the resources found on the [California Educator Credentialing Assessments website](#); information on the candidate performance assessment guides for PK–3 Early Childhood Education (PK–3 ECE) Specialist, Multiple Subject (MS), Single Subject (SS), World Languages (WL), EdSp Mild to Moderate Support Needs (MMSN), EdSp Extensive Support Needs (ESN), EdSp Early Childhood Special Education (ECSE), EdSp Deaf and Hard of Hearing (DHH), and EdSp Visual Impairments (VI); and information on how the assessment materials ([TPA](#) and [EdSp](#)) may be used to provide support to candidates as they complete their CalTPA.

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



Throughout this program guide, a handshake icon indicates a section that pertains to cooperating/mentor teachers supporting candidates in their clinical practice placements.

Helpful Publications

This program guide is one component of a series of web publications designed to assist preparation programs with the CalTPA. To gain the most information from the CalTPA Program Guide, it is recommended that readers be familiar with the CalTPA performance assessment guides and the [CalTPA Glossary](#). Preparation programs may access the assessment guides via the Faculty Policies and Resources web page ([CalTPA](#) or [EdSp](#)). The candidate and faculty materials are available for download via password-protected zip files under the Assessment Materials section. Contact your CalTPA Program Coordinator or Pearson at es-caltpa@pearson.com to gain access to the password.

Preparation programs may use the [CalTPA Annotated Bibliography](#) as a resource to inform course development and share with faculty, program instructors, cooperating teachers, and candidates. This collection of resources will help all supporting educators gain a deeper understanding of performance assessment and key pedagogical concepts highlighted in the TPEs and measured by the CalTPA.

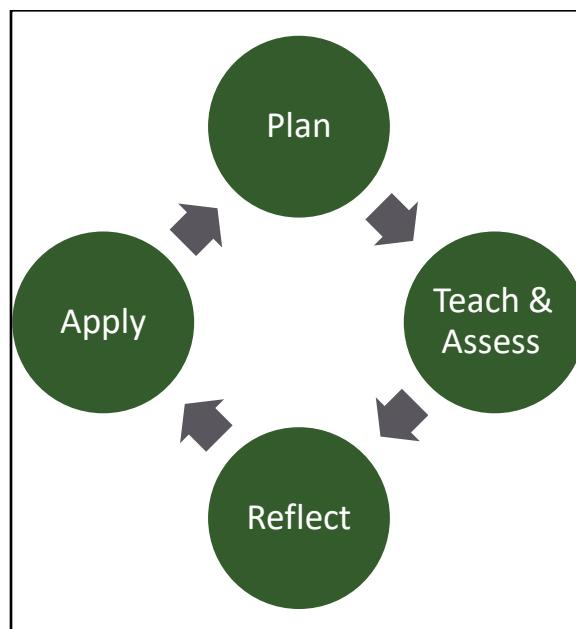
CalTPA as an Embedded Performance Assessment

The CalTPA was designed to provide candidates the opportunity to demonstrate their ability to plan asset-based instruction and assessments, teach and assess learning of students, reflect on their practice (for both themselves and their students), and apply what they learned through their teaching, assessing, and reflection to future learning experiences for their students. This teaching and learning cycle serves as the framing for the four steps of the CalTPA.

The mindset of an effective teacher is one that embraces evidence-based decision making and reflection. Teachers do this by moving through the teaching and learning cycle of plan, teach and assess, reflect, and apply to support student learning.

Candidates demonstrate their capacity to teach actual students at a school site through multiple modes, by writing narratives and providing commentary for videos in response to prompts and providing evidence such as lesson plans, student work products, assessments (formative and summative) and rubric or performance criteria, feedback to students, and other instructional materials.

The CalTPA is intended to be embedded in the preparation program; program faculty and other educators who support candidates at school sites during clinical or supervised teaching guide candidates through each cycle in an authentic manner. The CalTPA steps the candidate through the practice of what teachers actually do on a typical teaching day at work as they support



students in the learning process. In addition, candidates choose what content they want to teach and assess with input from their cooperating/mentor teacher, as represented in the:

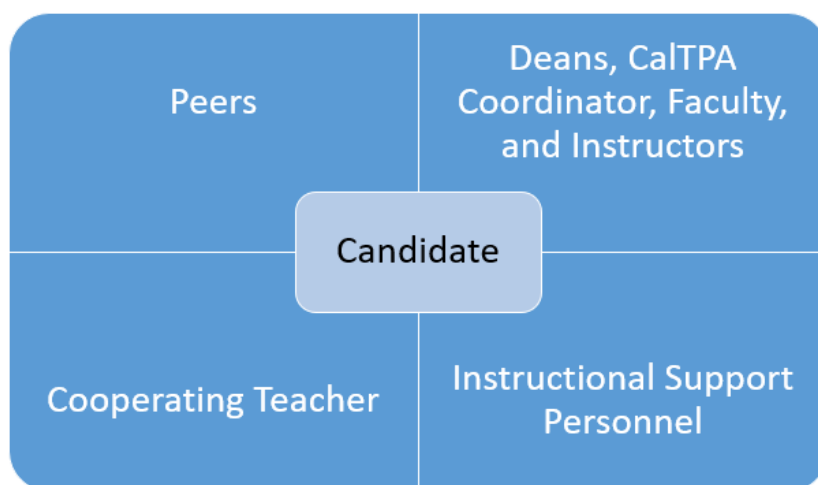
- PK/TK: California Preschool/Transitional Learning Foundations (PTKLF)
 - [Math](#) or
 - [Language and Literacy Development](#)
- K–12:
 - [California Common Core Content State Standards \(CA CCSS\)](#)
 - [California ELA/Literacy Standards](#)
 - [ELA/ELD Framework](#)

Candidates learn about and understand the context in which they are teaching and leverage students' cultural and linguistic assets and learning needs.

Using a [Universal Design for Learning \(UDL\)](#) approach, candidates demonstrate how they are meeting the needs of a range of learners in an inclusive and safe educational environment.

Roles and Responsibilities

In order to provide support and consistent messaging to candidates completing the CalTPA, Deans, CalTPA Coordinators, full-time and adjunct faculty and course instructors, university mentors/supervisors/coaches, cooperating/mentor teachers, and instructional support personnel are encouraged to work together as part of a collaborative learning community. This collaboration and support will help to further develop candidates' knowledge, skills, and abilities for their credential area as outlined in the Teaching Performance Expectations (TPEs), which are critical for student success in California's diverse classrooms. As depicted in the graphic, the candidate is supported by a collaborative learning community.



Faculty, program instructors, supervisors/coaches, mentor/cooperating teachers, and others who support candidates engage in the CalTPA process by using multiple strategies. They ask candidates clarifying questions about choices made for instructional or assessment design and point the candidates to supporting materials and resources. Individuals who support candidates should encourage candidates to use professional writing, including spell checking their work, as well as watch candidates' video clips and provide feedback while engaging in discussions about effective teaching practices. In addition, individuals who support candidates should provide opportunities for peer review and feedback and embed assessment tasks into courses and field work that the candidates are required to complete for the preparation program.

Faculty should plan to review the analytic rubrics ahead of time with candidates and use the rubrics in coursework to help guide the discussion of effective teaching practice, pointing out through evidence what asset-based instruction for all students looks like and how using multiple measures can lead to informed decision making about next learning steps for all students. Candidates are expected to self-assess their evidence using the provided analytic rubrics and participate in peer-review. Once candidates determine that they have compiled the best demonstration of their practice and have received appropriate support and guidance, candidates submit their evidence through the online system for scoring and feedback.

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

Candidates whose performance does not meet the passing standard level for the CalTPA must be provided with access to coaching and support from faculty, program instructors, and others as they continue to learn to be an effective teacher. The CalTPA is one requirement of many that candidates must meet to be recommended by their preparation program for a preliminary teaching credential. Candidates must successfully complete approved coursework, pass clinical practice/student teaching, and meet the performance assessment requirement.

Getting Started: What CalTPA Coordinators Need to Know

I. Staying Connected

CalTPA Program Updates

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

Only individuals who are registered and have an ADS account and are assigned as the Unit Head, Security Delegate, or Program Delegate may add and update their program's teaching and/or administrative performance assessment models and related program coordinator contacts for their institution in the ADS. Additional information is available on the [CTC's website](#).

Professional Services Division (PSD) e-News

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

Performance Assessment Listservs

Each performance assessment has an email list to receive information from the Performance Assessment office about CalTPA on a regular basis.

- [Subscribe to CalTPA Performance Assessment Listserv](#)
- [Subscribe to Education Specialist CalTPA Listserv](#)

CalTPA Office Hours

CTC and Pearson staff are available on a weekly basis to answer questions. All preparation program faculty and/or staff are welcome to attend. Check PSD e-News for Zoom links.

Digging Deeper Webinars

Digging Deeper webinars are live, interactive online sessions focused on various aspects of CalTPA implementation. Interactive and evidence-based sharing is encouraged. Check PSD e-News for dates and Zoom links. All Digging Deeper webinars are recorded and shared via PSD e-news.

Coordinator Meetings

Coordinator Meetings are held semi-annually to provide CalTPA coordinators with updates regarding CalTPA and credentialing processes, procedures, and requirements. Dates and locations are announced via CalTPA Program Updates and PSD News.

New Coordinator Orientation

Program Coordinators who are new to their performance assessment role are invited to attend an online orientation to the CalTPA structures and processes. Held each fall, the orientation allows coordinators to meet key personnel, learn how to navigate the Evaluation Systems and CTC websites, and learn key dates and support offerings. Date and location are announced via CalTPA Program Updates and PSD News.

Deep Dives

Deep Dives are held to provide an in-depth look at the requirements for the CalTPA. In a Deep Dive, participants examine the Program and Assessment Guides with a focus on the instructors' and candidates' knowledge base. Check PSD e-News for dates and Zoom links.

CalTPA Professional Learning Community (PLC)

Professional Learning Communities (PLCs) are held monthly for program coordinators and faculty to discuss issues, best practices, and share resources with one another. Check PSD e-News for dates and Zoom links.

Meredith Fellows Implementation Conference (MFIC)

The Meredith Fellows Implementation Conference is held annually to support program faculty and staff from all California educator preparation programs with performance assessment implementation. Participants explore evidence-based practices to better support candidates, cooperating/mentor teachers, and coaches/supervisors as they engage in completing their performance assessments. Dates and locations are announced via CalTPA Program Updates and PSD News.

California Commission on Teacher Credentialing YouTube Channel

To access recorded webinars and support videos, visit the [CTC YouTube Channel](#).

II. Accessing Information and Resources

Commission on Teacher Credentialing Website

The [Commission on Teacher Credentialing website](#) is the primary source for all preparation program sponsor information, including credentialing, preparation program standards, and accreditation.

California Educator Credentialing Assessments Website

The [California Educator Credentialing Assessments website](#) is the official site for all California educator exams and performance assessments—including the CalTPA.

Candidates use this site to:

- [Create or sign in](#) to their CTC My Account: A single account is used for all CTC exams and performance assessments.
- [Register](#) for the CalTPA: Each cycle requires separate registration.
- Access CalTPA resources: Once a candidate registers for a cycle, they will have direct access to the guide, rubrics, and templates through the Pearson ePortfolio submission system.
- Manage their CalTPA submission: Candidates will upload evidence and submit their cycle through the Pearson ePortfolio system.
- View their [CalTPA results](#): Score reports are posted directly to candidate accounts.
- Contact [CalTPA Customer Support](#) for help with registration, submission, and score report access.

Note: Candidates must contact Customer Support themselves. Due to privacy laws, support agents cannot share candidate info or scores with programs.

Assessment Materials

Preparation programs can access all official CalTPA materials from the Faculty Policies and Resources web page ([CalTPA](#) or [EdSp](#)).

- Materials are provided as password-protected ZIP files in the Assessment Materials section.
- Only CalTPA Coordinators receive the download password.
- Forgot or didn't receive the password? Email: es-caltpa@pearson.com

Materials may be shared (in print or via a secure platform) with:

- Faculty and staff
- Cooperating teachers and supervisors
- Candidates

Guides and Tutorials

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

Sample Mid-Range Submissions

When available, sample mid-range responses are posted for download via the CTC's CalTPA Secure Materials website. CalTPA coordinators may request the website login credentials by contacting es-caltpa@pearson.com. Downloaded sample mid-range responses may be shared with faculty, candidates, cooperating teachers, and supervisors as examples of successful CalTPA submissions via print or secured program platform. To access the sample mid-range responses, see the CalTPA Secure Materials section on the Faculty Policies and Resources web page ([CalTPA](#) or [EdSp](#)).

Programs are also encouraged to establish their own libraries of sample submissions from former candidates as long as:

- The candidate has given written permission
- Signed video consent forms are on file for all individuals shown
- Files are stored on a secure platform
- Submissions are not shared publicly (e.g., personal websites, YouTube™, Facebook™)

Candidate Score Data

Programs can access candidate score data through the Pearson [edReports](#) data portal. Candidate score data is delivered in three ways:

- **Candidate Status Report:** Cumulative report that is delivered in .csv format and updated every 24 hours showing candidate registration and submission status for the program year
- **Institutional Data Reports:** Periodic reports delivered in ascii format containing individual candidate score data for a specific scoring period
- **ResultsAnalyzer®:** An embedded filtering tool within the edReports data portal that allows programs to filter and analyze all candidate score data, including:
 - Individual candidate score results
 - Aggregated candidate score results at the program-level and statewide

Accessing edReports:

- Each program must designate a Primary Score Report Contact.
- This individual will then be able to set up and manage account access for other faculty and staff.
- To set up or change your Primary Contact, contact [edReports Customer Service](#).
- For score report formats and release timelines, see the CalTPA Submission and Reporting Dates schedule listed on the assessment web page ([CalTPA](#) or [EdSp](#)).

Using Performance Assessment Data to Inform Program

Programs should regularly review their candidate registration/submission status report to verify that all candidates have registered for the appropriate instructional cycle and credential area of emphasis. This will help to ensure that candidates' TPAs are aligned with their credential area.

Programs can also use ResultsAnalyzer® to track candidate performance and use this information to inform program development. Preparation programs will be held accountable to the performance assessment program requirements as defined in the [PK-3](#), [MS/SS](#), and [EdSp](#) program standards handbooks, and program-level TPA performance is reported on the CTC's [Accreditation Data Dashboard](#).

III. Understanding the Rules and Requirements

Rules and Policies

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

Originality and AI Policy

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

- I am the person who has completed and will submit the assessment materials.
- I am sole author of the submission, including written and video narratives, completed templates, video clips of classroom instruction, and/or other evidence.
- I have abided by my institution's policy for the use of Artificial Intelligence (AI) in preparing my submission.
- The video clip(s) included show me teaching the students/class profiled in this submission.

See the complete list of attestations ([CalTPA](#) or [EdSp](#)).

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

Submission Requirements

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

Not meeting one or more submission requirements could result in a submission being deemed unscorable, in which case the candidate would receive a score report marked incomplete, with one or more condition codes indicating the technical requirement(s) that were not met. If this occurs, the candidate will need to retake the cycle. For information on retaking a cycle, see the Registration Policies web page ([CalTPA](#) or [EdSp](#)).

Video Permissions

Candidates must follow all video guidelines, including securing permissions for all individuals who appear in the video recordings and protecting their privacy by not posting videos on public websites. Preparation program faculty and staff must also take similar precautions with candidate video recordings. If a candidate permits an authorized faculty member to access his or her video recording, the faculty member must treat the video recording as a confidential assessment record. Faculty members may not:

- Store/upload a candidate's video to a non-secure, shared system
- Display a candidate's video publicly on a non-secure platform (e.g., through personal websites or through public websites such as YouTube™ or Facebook™)
- Share a candidate's video with any other individual, preparation program, or entity unless permission is granted by the candidate and is within the parameters of the signed consent forms verified by the candidate for all individuals featured in the video.

Complete Candidate Guidelines for Confidentiality of Video Recordings can be found on the Assessment Policies web page ([CalTPA](#) or [EdSp](#)). Complete Faculty Guidelines for Confidentiality of Video Recordings can be found on the Faculty Policies and Resources web page ([CalTPA](#) or [EdSp](#)).

Video Edits

Candidates are permitted to submit edited videos, with the understanding that if edits interfere with an assessor's ability to accurately score the submission, the assessment may be scored at a level 1. Additional clarifications regarding video edits:

- The expectation is that video edits will be made only to ensure all components of a lesson are included within the time limit.
- Edits should be minimal.
- Edits should not distract from the lesson (e.g., background effects or added titles that distract from the assessor's ability to view the required evidence should not be added).
- Edits must not interfere with the meaning, viewing, or sound quality of the video clip.

The following types of edits may not result in a condition code; however, they are strongly discouraged.

- Adding flashy titles, animations, or special effects
- Inserting background music or sound effects
- Using scrolling text, added commentary, or artificial transitions

Ownership of CalTPA Materials

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

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

IV. Registration and Scoring Information

Assessment Fees

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

Requesting Alternative Arrangements and/or Accommodations

CalTPA candidates may submit a request for alternative arrangements and/or accommodations due to

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

For information on the required documentation and how to make a request, please visit the Alternative Arrangements web page ([CalTPA](#) or [EdSp](#)).

Passing Standard

Candidates must meet a minimum passing standard on each of the two CalTPA Instructional Cycles (Math and Literacy for PK–3, MS, and EdSp; Cycle 1 and Cycle 2 for SS and WL) to successfully meet the TPA requirement. The current passing standard for the CalTPA is listed on the assessment page ([CalTPA](#) or [EdSp](#)). Preparation program staff must support candidates who do not meet the passing standard on one or more of the CalTPA cycles to revise and/or redo the cycle(s) prior to resubmission for scoring.

Secondary Passing Standard

The California Commission on Teacher Credentialing has also approved a secondary passing standard for all CalTPA cycles. The purpose of this action was to allow preparation programs to recommend candidates for a preliminary teaching credential who have met all other credential requirements and demonstrated competence across all Teaching Performance Expectations (TPEs) but scored just below the Commission-adopted passing standard on their CalTPA. The current secondary passing standards are also listed on the assessment page ([CalTPA](#) or [EdSp](#)).

Assessor Qualifications

CalTPA assessors are California education professionals with expertise in the credential area assigned to score. Assessors must complete the requisite training and meet the established calibration standards. Assessors will be paid for time spent in training, calibration, and scoring submissions. To review the requirements and apply to become an assessor, visit the assessor application ([CalTPA](#) or [EdSp](#)). For more about CalTPA scoring activities, please contact Evaluation Systems at es-caltpa@pearson.com.

Scoring and Quality Management

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

- **Inter-rater reliability** — agreement rates between assessors on double-scored submissions
- **Validity submissions** — pre-scored submissions sent out to the assessor pool. Assessors are not aware that they are scoring a validity submission (i.e., blind scoring). Performance on validity submissions is monitored on an ongoing basis, and assessors who do not meet the established agreement rates are flagged for additional review.

- **Backreading** — supervisors and lead assessors monitor and read-behind assessors as submissions are scored. Supervisors and lead assessors intervene and remediate assessors on any areas needing recalibration.

Score Reporting

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

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

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

Administrative Review

During official scoring, candidate submissions are screened for originality. Submissions are identified for administrative review if screening indicates a match of identical or similar language with other sources. In the event that the administrative review process is not complete by the scheduled reporting date, the results associated with a submission under investigation will be held until the review is complete. To protect the privacy of the candidate and the integrity of the results reporting process, detailed information about the basis for the administrative review is not available to candidates or programs during this time. For more information on Administrative Review, see the Assessment Policies web page ([CalTPA](#) or [EdSp](#)).

Voided Results

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

Retakes

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

retakes and conditions for resubmitting materials, see the CalTPA Retake Policy on the Registration Policies web page ([CalTPA](#) or [EdSp](#)).

Purchasing Vouchers (Optional)

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

CalTPA [vouchers](#) are available for purchase by programs in \$150 increments, which equals the registration fee for one CalTPA instructional cycle. Candidates will require two vouchers to register for both cycles.

To order vouchers:

Complete the appropriate *CalTPA Voucher Request Form*, indicating the number of vouchers you wish to purchase.

Attach a check or purchase order payable to Evaluation Systems for the total cost of purchase.

Submit your completed voucher request form and payment.

- If you are submitting a check, mail your completed voucher request form and check to:
Attn: CalTPA
Evaluation Systems, Pearson
300 Venture Way
Hadley, MA 01035
- If you are submitting a purchase order, email your completed voucher request form and purchase order to es-caltpa@pearson.com, or you may fax your completed voucher request form and purchase order to 413-256-7058.

About CalTPA Vouchers

Vouchers will be sent via secure encrypted email to the requester, within 2 weeks of receipt of a completed voucher request form and payment.

- Vouchers are only valid for use as a form of payment when registering for the CalTPA on the [California Educator Credentialing Assessments website](#).
- Vouchers will be valid for a period of 12 months from the date they are generated.
- Vouchers cannot be applied retroactively to existing registrations. Candidates who are planning to use vouchers should not register prior to receiving their vouchers.

Program coordinators may contact es-caltpa@pearson.com with questions pertaining to vouchers.

Voucher Distribution

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

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

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

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

Voucher Expiration

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



Supporting Candidates

I. Providing Video Recording Supports

1. What should candidates consider when selecting a video clip(s)?

Candidates should choose video clip(s) that clearly show them, as the teacher, actively engaging in effective instruction and/or assessment. The clip should provide visible evidence of the skill or practice being addressed in the commentary.

2. How specific should the commentary be?

The more descriptive and specific the explanation, the stronger the submission will be. The commentary must:

- Align with the specific students or situation shown in the video
- Include context and rationale for the instructional or assessment decisions
- Explain what the candidate did, why they did it, and how it supported student learning

3. Does the candidate need to refer to timestamps in their commentary?

Referencing timestamps helps link the written response to observable evidence in the video. This helps assessors clearly locate the moments described in the commentary.

4. Can the candidate address a commentary prompt more than once?

Yes. Candidates may address a prompt multiple times if needed to show different examples or moments where they demonstrate the skill or knowledge being assessed. Candidates should be sure each reference is clearly tied to the video and provides justification for the practice.

5. What's an example of unclear commentary?

Video 1 – 00:00:00–00:04:33

"My students are learning foundational reading skills."

"I am using a direct and explicit approach."

This is too general. It does not describe what the candidate did, how the students engaged, or why the approach was effective.

6. What's an example of clear, descriptive commentary?

Video 1 – 02:11–02:53

"In this clip, I am teaching students the letter t and its sound. I model the /t/ sound using classroom items and ask students to repeat the sound with me. I then ask them to name other

items that begin with t and help them isolate the initial sound. This supports their literacy development by connecting classroom objects and personal experiences to phonemic awareness.”

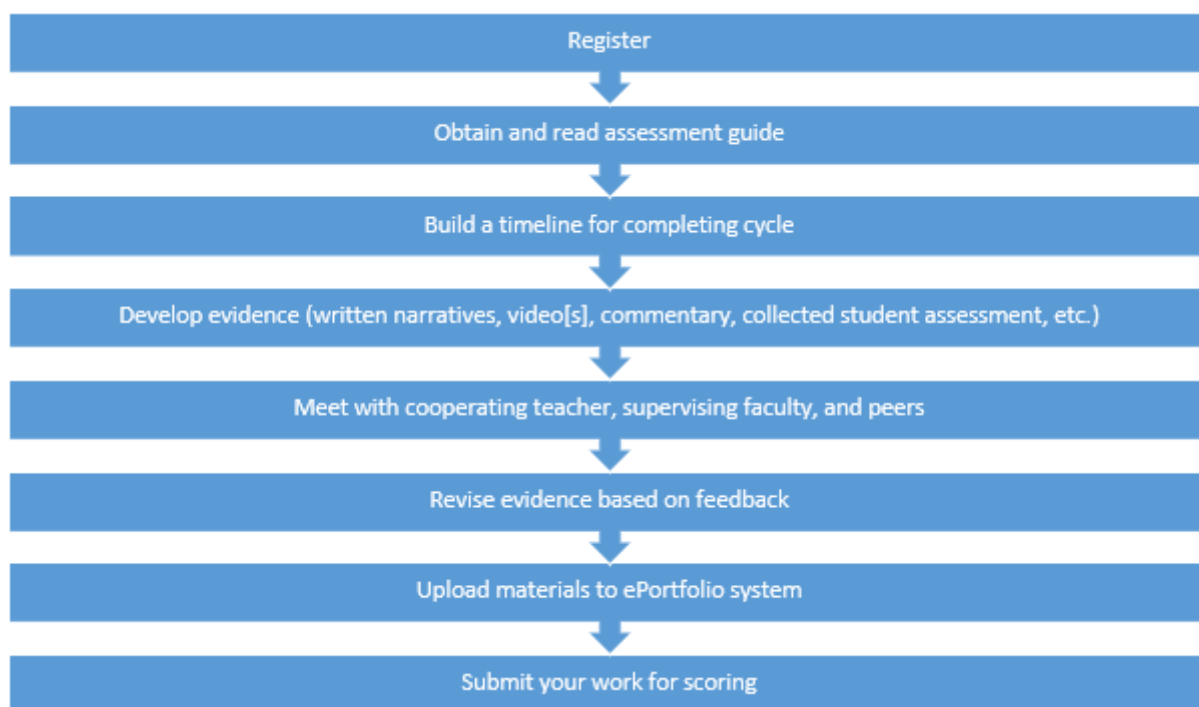
This example clearly describes what the candidate is doing, how students are involved, and how the activity supports the learning goals.

7. What if the candidate is filming a large group and it’s hard to identify individual students?

That’s a common challenge. Candidates should plan ahead to record the full lesson so they have more footage to choose from. When selecting a clip, candidates should pick a segment where student actions are clearly visible and identifiable so they can write targeted commentary.

II. CalTPA Process

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



III. Repeated Practice

Learning over time, particularly with new concepts, is essential in the acquisition of new knowledge, skills, and abilities. Students are not expected to perfectly perform a new task or immediately understand an unfamiliar concept. Allowing time within a lesson to reinforce learning is good practice. In performance-based activities that are often reliant on skill and/or ability development, candidates are encouraged to support student learning during the lesson and/or activity through repeated practice. Time should be built into lessons for students to

revise their work or improve their performance. Of course, this is also true for teacher candidates. The more opportunities candidates have to practice, edit, and revise their evidence for the instructional cycle, the better their results will be.

Math Cycle Suggested Timeline

Below is a suggested timeline to accomplish the Math Cycle with candidates. The timeline can be adapted to meet program needs.

Notes:

*No template, but still a piece of evidence a candidate submits

**Submission materials include templates, teaching/assessment materials, videos, and student work samples

Week 1

- ☐ Faculty reviews Math Cycle assessment guide and rubrics with candidates.
- ☐ Faculty reviews Math Cycle templates with candidates.
- ☐ Faculty addresses technical supports needed for completing (e.g., access to recording device, computer).
- ☐ Candidate ensures video recording permission for students in candidate's clinical practice setting.
- ☐ Candidate brainstorms ideas related to the four Math Cycle steps: Plan, Teach and Assess, Reflect, Apply.

Week 2 - Candidate begins Step 1: Plan

- ☐ Candidate collects contextual information (e.g., discussing available, recent preassessments with cooperating teacher/supervising faculty).
- ☐ Candidate determines the group size for the math lesson, with support from cooperating teacher/supervising faculty.
- ☐ Candidate selects three (3) focus students, with support from cooperating teacher/supervising faculty.
- ☐ Candidate completes **Part A: Written Narrative: Contextual Information Template**.

Week 3 - Candidate continues Step 1: Plan

- ☐ Candidate selects state strand(s)/standard(s) and writes one math (content and practice) learning goal and one academic language development (ALD) learning goal.
- ☐ Candidate plans one asset-based, UDL-focused math lesson.
- ☐ Candidate completes **Part B: Math Lesson Plan (Optional Template or Locally Provided Lesson Plan)**.

Week 4 - Candidate completes Step 1: Plan

- ☐ Candidate completes **Part C: Math Adaptation(s) for Focus Students Template**.
- ☐ Candidate completes **Part D: (Upload) Math Materials and/or Resources**.
- ☐ Candidate engages in peer review of submission materials.**
- ☐ Cooperating teacher/supervising faculty provides coaching support.

- ☐ Supervising faculty checks for completion of submission materials.
- ☐ Candidate uploads Step 1 materials to the ePortfolio system and saves all submission materials.

Week 5 - Candidate begins Step 2: Teach and Assess

- ☐ Candidate teaches and video records the math lesson.
- ☐ Candidate selects their math lesson video clip(s) in **Part E: Video Clip(s)** (1 to 3 video clips, totaling no more than 15 minutes).*
- ☐ Candidate engages in peer review of video(s).
- ☐ Supervising faculty checks for completion of submission materials and reviews videos (e.g., no technical issues).

Week 6 - Candidate completes Step 2: Teach and Assess

- ☐ Candidate completes **Part F: Commentary** (written, verbal, or ASL), answering the prompts and describing what they are doing and why (if submitting verbal commentary, up to 10 minutes of commentary).
- ☐ Cooperating teacher/supervising faculty provides coaching support.
- ☐ Candidate engages in peer review of commentary.**
- ☐ Supervising faculty checks for completion of submission materials.
- ☐ Candidate uploads Step 2 materials to the ePortfolio system and saves all submission materials.**

Week 7 - Candidate begins and completes Step 3: Reflect

- ☐ Candidate reflects on the effectiveness of the math lesson plan and facilitation in **Part G: Written Narrative: Reflection on What you Learned Template**.
- ☐ Candidate engages in peer review of submission materials.**
- ☐ Cooperating teacher/supervising faculty provides coaching support.
- ☐ Supervising faculty checks for completion of submission materials.
- ☐ Candidate uploads Step 3 materials to the ePortfolio system and saves all submission materials.

Week 8 - Candidate begins Step 4: Apply

- ☐ Candidate describes their future activities to advance the students' math learning and language development in **Part H: Narrative: Application of What You Learned (written, verbal, or ASL)**.
- ☐ Candidate engages in peer review of submission materials.**
- ☐ Cooperating teacher/supervising faculty provides coaching support.
- ☐ Supervising faculty checks for completion of submission materials.
- ☐ Candidate uploads Step 4 materials to the ePortfolio system and saves all submission materials.

It is recommended that candidates begin to upload all submission materials to the ePortfolio system one to two days before the deadline to allow time for all files and videos to upload. Uploading can occur in multiple sessions across multiple days.

Candidates should save all submission materials until they receive their scores.

Literacy Cycle Suggested Timeline

Below is a suggested timeline to accomplish the Literacy Cycle with candidates. The timeline can be adapted to meet program needs.

Notes:

*No template, but still a piece of evidence a candidate submits

**Submission materials include templates, teaching/assessment materials, videos, and student work samples

Week 1

- ☐ Faculty reviews Literacy Cycle assessment guide and rubrics with candidates.
- ☐ Faculty reviews Literacy Cycle templates with candidates.
- ☐ Faculty addresses technical supports needed for completing the Literacy Cycle (e.g., access to recording device, computer).
- ☐ Candidate creates account and registers for the Literacy Cycle in their credential area (e.g., MMSN, Multiple Subject).
- ☐ Candidate ensures video recording permission for students in candidate's clinical practice setting.
- ☐ Candidate brainstorms ideas related to the four Literacy Cycle steps: Plan, Teach and Assess, Reflect, Apply.

Week 2 - Candidate begins Step 1: Plan

- ☐ Candidate collects contextual information (e.g., discussing available, recent preassessments with cooperating teacher/supervising faculty).
- ☐ Candidate determines the group size for the learning segment, with support from cooperating teacher/supervising faculty.
- ☐ Candidate selects focus student, with support from cooperating teacher/supervising faculty.
- ☐ Candidate completes **Part A: Written Narrative: Contextual Information Template**.

Week 3 - Candidate continues Step 1: Plan

- ☐ Candidate plans Learning Segment (lessons and assessments).
- ☐ Candidate completes **Part B: Learning Segment Template**.
- ☐ Candidate completes **Part C: Written Narrative: Description of Assessments Template**.
- ☐ Candidate prepares **Part D: Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria.***

Week 4 - Candidate completes Step 1: Plan

- ☐ Candidate engages in peer review of submission materials.**
- ☐ Cooperating teacher/supervising faculty provides coaching support.
- ☐ Supervising faculty checks for completion of submission materials.
- ☐ Candidate uploads Step 1 materials to the ePortfolio system and saves all submission materials.

Week 5 - Candidate begins Step 2: Teach and Assess

- ☐ Candidate teaches and video records all lessons and assessments from learning segment template.
- ☐ Candidate selects their **Part E: Video Clip(s)** (1 to 4 video clips, totaling no more than 20 minutes).*
- ☐ Candidate engages in peer review of videos.
- ☐ Supervising faculty checks for completion of submission materials and reviews videos (e.g., no technical issues).

Week 6 - Candidate completes Step 2: Teach and Assess

- ☐ Candidate completes **Part F: Commentary** (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary).
- ☐ Cooperating teacher/supervising faculty provides coaching support.
- ☐ Candidate engages in peer review of commentary.
- ☐ Supervising faculty checks for completion of submission materials.
- ☐ Candidate uploads Step 2 materials to the ePortfolio system and saves all submission materials.**

Week 7 - Candidate begins and completes Step 3: Reflect

- ☐ Candidate scores the summative assessments for the students (including the focus student) taught during the learning segment based on the rubric or performance criteria.
- ☐ Candidate saves/keeps a copy of the focus student's summative assessment and feedback to submit for **Part G: Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria** and **Part H: Focus Student's Summative Assessment Actionable Feedback**.*
- ☐ Candidate completes **Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results Template**.
- ☐ Candidate engages in peer review of submission materials.**
- ☐ Cooperating teacher/supervising faculty provides coaching support.
- ☐ Supervising faculty checks for completion of submission materials.
- ☐ Candidate uploads Step 3 materials to the ePortfolio system and saves all submission materials.

Week 8 - Candidate begins Step 4: Apply

- ☐ Candidate plans their follow-up activity in **Part J: Written Narrative: Re-Teaching or Extension Activity Description Template**.
- ☐ Candidate teaches and video records their follow-up activity.

Week 9 - Candidate completes Step 4: Apply

- ☐ Candidate selects their **Part K: 1 Video Clip** (up to 5 minutes) of Follow-Up Activity.*
- ☐ Candidate completes **Part L: Commentary** (written, up to 2 pages; **OR** up to 5 minutes of verbal or ASL commentary).*
- ☐ Candidate engages in peer review of submission materials.**
- ☐ Cooperating teacher/supervising faculty provides coaching support.

- ☐ Supervising faculty checks for completion of submission materials.
- ☐ Candidate uploads Step 4 materials to the ePortfolio system and saves all submission materials.

Week 10 – Before Candidate Submits

- ☐ Faculty completes final check of candidate submission materials** for completion.
- ☐ Candidate saves all submission materials.
- ☐ Candidate uploads all submission materials to the ePortfolio system.
- ☐ Candidate self-checks that the correct submission materials are uploaded for each step.
- ☐ Candidate signs attestation related to originality (plagiarism, AI).
- ☐ Candidate completes submission support survey.

It is recommended that candidates begin to upload all submission materials to the ePortfolio system one to two days before the deadline to allow time for all files and videos to upload. Uploading can occur in multiple sessions across multiple days.

Candidates should save all submission materials until they receive their scores.

Cycle 1 (SS/WL) Suggested Timeline

Below is a suggested timeline to accomplish Cycle 1 with candidates. The timeline can be adapted to meet program needs.

Notes:

*No template, but still a piece of evidence a candidate submits

**Submission materials include templates, teaching/assessment materials, videos, and student work samples

Week 1

- ☐ Faculty reviews Cycle 1 Assessment Guide and Rubrics with candidates.
- ☐ Faculty reviews Cycle 1 Templates with candidates.
- ☐ Faculty addresses technical support needed for completing the assessment (e.g., access to recording device, computer).
- ☐ Candidate ensures video recording permission for students in candidate's clinical practice setting.
- ☐ Candidate brainstorms ideas related to the four Cycle Steps: Plan, Teach and Assess, Reflect, Apply including asset-based instruction, UDL-focused content-specific lesson ideas.
- ☐ Candidate creates account and registers for the assessment in their credential area (e.g., Cycle 1 Single Subject Art).

Week 2 - Candidate begins Step 1: Plan

- ☐ Candidate collects contextual information (e.g., discussing available, recent pre-assessments with cooperating teacher/faculty).
- ☐ Candidate determines the group size for the lesson with support from faculty/cooperating teacher.
- ☐ Candidate selects three (3) focus students (FS1, FS2, and FS3) with support from faculty/cooperating teacher.
- ☐ Candidate completes **Part A: Written Narrative: Contextual Information Template**.

Week 3 - Candidate continues Step 1: Plan

- ☐ Candidate writes two learning goals: a) one content-specific based on state standard(s), and b) one academic language development (ALD).
- ☐ Candidate plans one asset-based, UDL-focused content-specific lesson.
- ☐ Candidate completes **Part B: Sample Lesson Plan or Locally Provided Lesson Plan**.

Week 4 - Candidate continues Step 1: Plan

- ☐ Candidate completes **Part C: Written Narrative: Lesson Adaptation(s) for Focus Students Template**.
- ☐ Candidate uploads: **Part D: Lesson Materials and/or Resources**.
- ☐ Candidate engages in peer review of submission materials.*
- ☐ Cooperating teacher/faculty provides coaching support.
- ☐ Faculty checks submission materials for completion.

- ☐ Candidate uploads Step 1 materials to the Evaluation Systems (ES) website and saves all submission materials.

Week 5 - Candidate begins Step 2: Teach and Assess

- ☐ Candidate teaches and video records the content-specific lesson.
- ☐ Candidate selects their **Part E: (Upload) Video Clip(s)** (1–3 video clips, totaling no more than 15 minutes).
- ☐ Candidate engages in peer review of video(s).
- ☐ Faculty checks submission materials for completion and reviews video(s) (e.g., no technical issues in Part E videos).

Week 6 - Candidate continues Step 2: Teach and Assess

- ☐ Candidate completes **Part F: Commentary (written, verbal, or ASL)**, answering the prompts and describing what they are doing and why (if submitting verbal commentary, up to 10 minutes of commentary).
- ☐ Cooperating teacher/faculty provides coaching support.
- ☐ Candidate engages in peer review of commentary.
- ☐ Candidate uploads Step 2 materials to the ES website and saves all submission materials.

Week 7 - Candidate begins Step 3: Reflect

- ☐ Candidate reflects on the effectiveness of their content-specific lesson plan and teaching in **Part G: Written Narrative: Reflection on What you Learned Template**.
- ☐ Candidate engages in peer review of submission materials.*
- ☐ Cooperating teacher/faculty provides coaching support.
- ☐ Faculty checks submission materials for completion.
- ☐ Candidate uploads Step 3 materials to the ES website and saves all submission materials.

Week 8 - Candidate begins Step 4: Apply

- ☐ Candidate describes their future activities to advance students' content-specific learning and related academic language development in **Part H: Narrative: Application of What You Learned (written, verbal, or ASL)**. If submitting verbal commentary, up to 6 minutes of commentary.
- ☐ Candidate engages in peer review of submission materials.*
- ☐ Cooperating teacher/faculty provides coaching support.
- ☐ Faculty checks submission materials for completion.
- ☐ Candidate uploads Step 4 materials to the ES website and saves all submission materials.

Week 9 - Before Candidate Submits

- ☐ Faculty completes final check of candidate submission materials for completion.
- ☐ Candidate saves all submission materials in a place they can access until after official scores are received.
- ☐ Candidate uploads all submission materials to the website.

- ☐ Candidate self-checks that the correct submission materials are uploaded for each step.
- ☐ Candidate signs attestation related to originality (plagiarism, AI).
- ☐ Candidate completes submission survey.

It is recommended that candidates begin to upload all submission materials to Evaluation Systems (ES) 2–3 days before the deadline to allow time for all files and videos to upload. Remember: Uploading can occur in multiple sessions across multiple days.

Candidates should save all submission materials until they receive their scores.

Cycle 2 (SS/WL) Suggested Timeline

Below is a suggested timeline to accomplish Cycle 2 with candidates. The timeline can be adapted to meet program needs.

Notes:

*No template, but still a piece of evidence a candidate submits

**Submission materials include templates, teaching/assessment materials, videos, and student work samples

Week 1

- ☐ Faculty reviews Cycle 2 Assessment Guide and Rubrics with candidates.
- ☐ Faculty reviews Cycle 2 Templates with candidates.
- ☐ Faculty addresses technical supports needed for completing the assessment (e.g., access to recording device, computer).
- ☐ Candidate ensures video recording permission for students in candidate's clinical practice setting.
- ☐ Candidate brainstorms ideas related to the four Cycle Steps: Plan, Teach and Assess, Reflect, Apply.
- ☐ Candidate creates account and registers for the assessment in their credential area (e.g., Cycle 2 Single Subject Art).

Week 2 - Candidate begins Step 1: Plan

- ☐ Candidate collects contextual information (e.g., discussing available, recent preassessments with cooperating teacher/faculty).
- ☐ Candidate determines the group size for the content-specific learning segment, with support from faculty/cooperating teacher.
- ☐ Candidate selects Focus Student, with support from faculty/cooperating teacher.
- ☐ Candidate completes **Part A: Written Narrative: Contextual Information Template**.
- ☐ Candidate begins to Plan Learning Segment (3–5 lessons and assessments).

Week 3 - Candidate completes Step 1: Plan

- ☐ Candidate completes **Part B: Written Narrative: Learning Segment Template**.
- ☐ Candidate completes **Part C: Written Narrative: Description of Assessments Template**.
- ☐ Candidate completes **Part D: Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria**.
- ☐ Candidate engages in peer review of submission materials.*
- ☐ Cooperating teacher/faculty provides coaching support.
- ☐ Faculty checks submission materials for completion.
- ☐ Candidate uploads Step 1 materials to the Evaluation Systems (ES) website and saves all submission materials.

Week 4 - Candidate begins Step 2: Teach and Assess

- ☐ Candidate teaches and video records all lessons and assessments from learning segment template.
- ☐ Candidate selects their **Part E: Video Clip(s)** (1 to 4 video clips, totaling no more than 20 minutes).
- ☐ Candidate engages in peer review of videos.
- ☐ Faculty checks submission materials for completion and reviews videos (e.g., no technical issues in Part E videos).

Week 5 - Candidate completes Step 2: Teach and Assess

- ☐ Candidate completes **Part F: Commentary** (written commentary, no more than 8 pages; OR verbal/ASL commentary, up to 10 minutes of video).
- ☐ Cooperating teacher/faculty provides coaching support.
- ☐ Candidate engages in peer review of commentary.
- ☐ Candidate uploads Step 2 materials to the ES website and saves all submission materials.

Week 6 - Candidate begins and completes Step 3: Reflect

- ☐ Candidate scores the summative assessments for the students taught during the learning segment (including the focus student) based on the rubric and/or performance criteria.
- ☐ Candidate saves/keeps a copy of the Focus Student's summative assessment and feedback to submit for **Part G: Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria** and **Part H: Focus Student's Summative Assessment Feedback**.
- ☐ Candidate completes **Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results**.
- ☐ Candidate engages in peer review of submission materials.
- ☐ Cooperating teacher/faculty provides coaching support.
- ☐ Faculty checks submission materials for completion.
- ☐ Candidate uploads Step 3 materials to the ES website and saves all submission materials.

Week 7 - Candidate begins and completes Step 4: Apply

- ☐ Candidate plans their follow-up activity in **Part J: Written Narrative: Re-Teaching or Extension Activity Description**.
- ☐ Candidate teaches and video records their follow-up activity.
- ☐ Candidate selects their **Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity**.
- ☐ Candidate completes **Part L: Commentary** (written commentary, no more than 2 pages; OR verbal/ASL commentary, up to 5 minutes of video).
- ☐ Candidate engages in peer review of submission materials.
- ☐ Cooperating teacher/faculty provides coaching support.
- ☐ Faculty checks submission materials for completion.
- ☐ Candidate uploads Step 4 materials to the ES website and saves all submission materials.

Week 8 - Before Candidate Submits

- ☐ Faculty completes final check of candidate submission materials for completion.
- ☐ Candidate saves all submission materials.
- ☐ Candidate uploads all submission materials to the ES website.

- ☐ Candidate self-checks that the correct submission materials are uploaded for each step.
- ☐ Candidate signs attestation related to originality (plagiarism, AI).
- ☐ Candidate completes submission support survey.

It is recommended that candidates begin to upload all submission materials to the ES system 2–3 days before the deadline to allow time for all files and videos to upload. Uploading can occur in multiple sessions across multiple days.

Candidates should save all submission materials until they receive their scores in June.



IV. Forms of Acceptable Support

Since the CalTPA is to be embedded within a preparation program, it is expected that candidates will engage in professional conversations with faculty, program instructors, and cooperating teachers about teaching and learning associated with the TPEs assessed by the CalTPA. Although there may be many opportunities to encourage a candidate's deeper understanding and demonstration of pedagogy, some supports are not acceptable within the CalTPA process. For example, those who support the candidate may not give the candidate an answer to a prompt, choose their video clips, write their commentary, or submit CalTPA evidence including written narratives, student work, or videos for them. However, individuals who support candidates may provide them with feedback on their submission materials. In particular, faculty, coaches/supervisors, and mentor/cooperating teachers are encouraged to ask candidates questions to guide their reflection on the practice and on their submission materials.

For additional guidance on acceptable forms of candidate support, see the CalTPA Guidelines for Acceptable Support on the Faculty Policies and Resources web page ([CalTPA](#) or [EdSp](#)). [PSA 25-05](#) also provides additional guidance on what supports are allowed.

Program Standard 6 for the Preliminary PK–3 ECE Specialist Credential Program Standards, Program Standard 5 of the Preliminary Multiple/Single Subject and Education Specialist Credential Program Standards, and the Teaching Performance Expectations cover the requirements for program implementation of a teaching performance assessment including:

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

Refer to the complete [Program Standards and Teaching Performance Expectations](#) for the specific credential area on the CTC website.

Best Practice 🧑🏫:
Formative Assessment & Practice



<https://youtu.be/8oSiDe6MYul>



V. Providing Professional Writing Supports

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

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



VI. Practicing with Video Beforehand

Preparation programs are advised to provide multiple opportunities/assignments for candidates to practice video recording to ensure the candidate and students appear engaging in instruction. Additionally, prior to a candidate submitting final evidence, programs should provide opportunities for candidates to watch their videos and practice writing commentary, reflecting on what they see in the video(s). Commentary prompts can be used in any video and must be used at least once across the video segments.

VII. Video Commentary

Candidates may choose to provide their Commentary in Step 2: Teach and Assess and Step 4: Apply in either written or video form. If they choose to use the video format, they have up to 10 minutes total to provide commentary for their selected video clip(s). Candidates will need to ensure that they respond (verbally or in ASL) to each commentary prompt in the course of their video commentary. They will also need to explain the focus of each of their Step 2: Teach and Assess videos, as well as what they are doing in each video and why. Candidates may stop and start their recording of the video commentary as needed.

VIII. Providing Structural and Technical Video Support

Video Permissions and Privacy

- Candidate responsibility: Candidates must obtain permission from all individuals visible in the video (students, adults, peers) or whose work is included in the submission.
- District forms: Many districts have standard video/social media release forms for educational use. If the candidate's district has video/media release forms on file, no additional forms are needed.
- No district form? Programs are encouraged to create a permission slip template for families/guardians.
- Sample consent forms are available on the Assessment Materials web page ([CalTPA](#) or [EdSp](#)).
- Protecting identity: Avoid recording identifiable details such as school names posted on walls or student full names.

Professionalism and Setting

- Dress code: While CalTPA does not require a specific dress code, some districts do. Candidates should dress professionally when recording.
- Filming environment tips:
 - Watch for camera angles and lighting (avoid dark or shadowy footage).
 - Avoid background noise or disruptions—especially in large rooms, theatres, or outdoor spaces.
 - Test for clear audio so assessors can understand all dialogue.

Technical Support

- On-site help: Preparation programs should consider identifying a staff member or peer to assist candidates with video or audio setup.
- Recording quality: Ensure video files meet CalTPA requirements and are ready for upload before submission. See the video specification and editing guidance materials on the Preparation Materials web page ([CalTPA](#) and [EdSp](#)).

Recording ASL Instruction

Candidates teaching in American Sign Language (ASL) should follow these guidelines to ensure assessors can clearly view and understand their signing:

- Use landscape mode (not portrait) when filming.
- Camera angle: Set the camera to clearly capture your signing space—ideally at eye level.
- Avoid backlighting: Use bright, natural light from the front. Backlighting can darken the subject on camera.
- Stabilize the camera:
 - Use a tripod if possible.
 - If using a laptop, place it on a stable surface to avoid shaking or tilting.

IX. Retake and Remediation Support

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

Retakes

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



Candidate Remediation

For candidates who are not successful in meeting the passing standard for the CalTPA, it is the preparation program's responsibility to determine how it will provide appropriate remediation,

support, and guidance to the candidate to resubmit task components, consistent with model sponsor guidelines.

PK–3 ECE Program Standard 6B (3), MS/SS and EdSp Program Standard 5B (3): The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

Suggested Program Remediation Steps

Each candidate who submits evidence for the CalTPA will receive an Assessment Results Report for the CalTPA. Rubric-level descriptions of practice and scores are provided along with a notification of pass or not pass for the cycle. If a candidate does not meet the passing standard, preparation programs must provide coaching and feedback to support the revision of a submission or to begin a new CalTPA submission.

In some cases, a candidate may receive a condition code instead of rubric scores. This typically occurs when evidence is missing or a technical issue (e.g., an unplayable video) prevents assessors from scoring the submission. When a condition code(s) is assigned, the candidate may submit the missing evidence for scoring.

Suggested program steps for candidate support and remediation are:

- **Step 1:** For each scoring window, Program Coordinators and/or faculty are expected to review the Institution Data (Cycle) Report, generated by Evaluation Systems in edReports, and contact each candidate who did not meet the passing standard or who was given a condition code for missing evidence within one week of the candidate receiving their scores. The program should invite candidates who did not meet the passing standard or received condition codes to a coaching session. Candidates need to bring their Assessment Results Report and a copy of their submission, including video clips with commentary.
- **Step 2:** Program Coordinators and/or faculty should conduct a coaching session with the candidate and together review the scores received for each of the rubrics of the CalTPA. Facilitate a conversation, having the candidate walk through each step of the CalTPA, and map their evidence to the corresponding rubric. Through this process, the faculty/staff and the candidate can see what evidence was missing or unclear. Condition codes are assigned when evidence is missing.
- **Step 3:** Based on the evidence review and analysis, faculty/staff assist the candidate in determining if part or all of the CalTPA evidence needs to be revised or appropriately uploaded.
- **Step 4:** Program Coordinators, supervising faculty, and/or cooperating teachers offer resources, evidence-based practices, and coaching to support the candidate as they

prepare for resubmission. In most cases, just one or two evidence requirements may need to be revised; in others, the candidate may need to re-do the entire submission.

- **Step 5:** Faculty/staff remind the candidate that they will need to register, pay the assessment fee, and submit their revised or new evidence in order to have their retake submission scored by a new assessor. A retake submission is scored by an assessor who has not seen the candidate's first submission. Assessment score results will be provided within three weeks of the submission deadline.



X. CalTPA Analytic Rubrics

Preparation programs are encouraged to weave CalTPA analytic rubrics into coursework and clinical practice expectations. This integration gives candidates regular opportunities to:

- Learn the expectations of the rubrics
- Practice aligning their teaching with rubric performance levels
- Engage in self-assessment and peer assessment using rubric language

Faculty and cooperating teachers should use the language of the rubrics when giving feedback to candidates.

Understanding the CalTPA Analytic Rubrics

Each rubric includes:

- An essential question that frames the knowledge, skills, and abilities measured by the rubric
- 5 Levels of performance:
 - Level 1: No evidence or unsupportive practice
 - Level 2: Inconsistent, minimal, or vague response
 - Level 3: Meets the expectations aligned to the essential question
 - Level 4: Exceeds expectations
 - Level 5: Goes above and beyond expectations

Candidates must meet all constructs listed within a level to score at that level.

Essential questions and full rubric language are available in the CalTPA Performance Assessment Guides.

Best Practice: Integrating Rubrics in Coursework

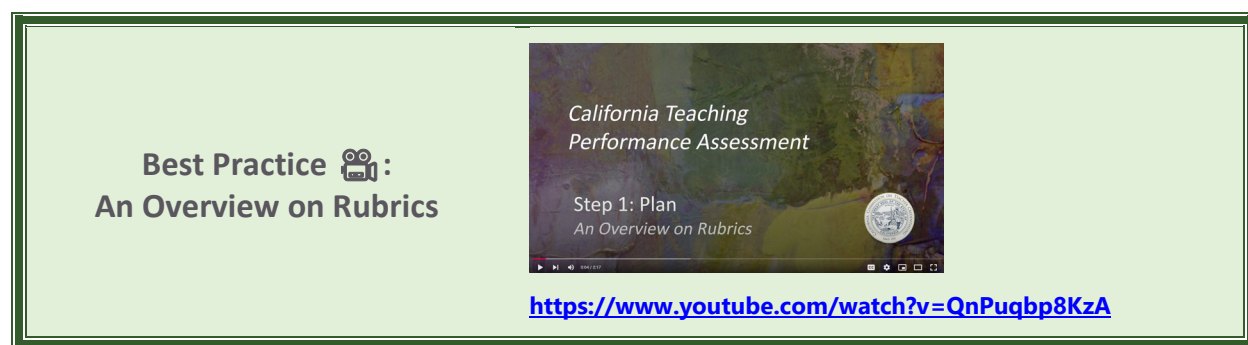
Programs can support candidates by:

- Embedding rubrics in assignments and clinical practice
- Using specific rubrics like Rubric 2.1 (Plan) to guide instruction on lesson planning, assessment alignment, and asset-based instruction
- Encouraging class discussions that compare work samples to various rubric levels

These practices build candidates' confidence in applying rubric language to real teaching and prepares them for CalTPA submission.

Video Resource: Overview on Rubrics

This video gives a helpful walkthrough of how assessors apply rubrics and how candidates can use them to revise their own submissions.



How Assessors Score Rubrics

To mimic an assessor's process when self-reviewing CalTPA evidence, candidates can follow these steps:

1. Review the Essential Question
Understand what the rubric is assessing.
2. Identify the Sources of Evidence
Listed at the bottom of each rubric (e.g., Parts A–D in Step 1).
3. Focus on Level 3 Descriptors
Level 3 aligns directly with the essential question. Look for evidence that matches each construct.
4. Work through the Levels
 - a. If all Level 3 constructs are met, check for evidence supporting Level 4, then Level 5.
 - b. If not all Level 3 constructs are met, check Level 2, then Level 1. Candidates must meet all Level 3 constructs to be scored at a Level 3.
5. The Final Rubric
The score is based on the highest level for which all constructs are evidenced. For

example, if a candidate scores at a Level 3 on all constructs except one and scores at a Level 2 on that construct, they will score at a Level 2 for that rubric.

Key Tips for Candidates

- Avoid relying on buzzwords. Simply using terms like “direct, systematic, explicit” does not demonstrate understanding unless evidenced in the teaching practice shown.
- Answer each prompt directly. Don’t refer back to earlier sections. Each rubric relies only on specific evidence sources listed.
- Use asset-based language. Deficit-based statements (e.g., “this student cannot learn because...”) signal bias and may result in a score of 1.
- Check technical components. Missing or unplayable evidence (e.g., a video that won’t load) will result in a condition code, and that rubric will not be scored.

Embedded Best Practice Video Support

Short video clips have been embedded throughout the four steps of the guide to support candidates.

Best Practice 🎥:
Thoughts on Lesson Planning



California Teaching
Performance Assessment

Step 1: Plan
Thoughts on Lesson Planning

<https://youtu.be/gLDudDVdMHQ>

Best Practice 🎥:
Thoughts on Video Recording

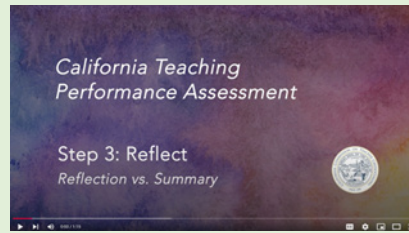


California Teaching
Performance Assessment

Step 2: Teach & Assess
Thoughts on Video Recording

<https://www.youtube.com/watch?v=rolnnINiiMY>

Best Practice 🎥:
Reflection vs. Summary



<https://www.youtube.com/watch?v=DUVX0x5hpPw>

Best Practice 🎥:
Understanding the Summative Assessment



<https://www.youtube.com/watch?v=SPcM19v-el4>

General Planning Considerations

I. Concurrent Bilingual Credential Candidate Submissions

All candidates who are concurrently earning a Bilingual Authorization may complete components of the CalTPA in the language of instruction. A calibrated assessor fluent in the language of instruction will score the submission. If a calibrated bilingual assessor is not available, two assessors will work together to score the submission (a speaker fluent in the language of instruction and a calibrated CalTPA assessor). The candidate is not required to provide any translations or transcriptions. Written narratives, which include analysis of work and reflections, must be submitted primarily in English¹ by candidates.

II. Co-Teaching

If preparation programs incorporate co-teaching² as the clinical practice model, the candidate is expected to co-plan and deliver lessons and/or activities and assess or grade student work. Preparation programs that utilize a co-teaching clinical practice model, in conjunction with a collaborative mindset surrounding the CalTPA, align with Ball and Cohen's (1999) term "learning in and from practice"; cooperating teachers support candidates' daily growth and reflection, while the CalTPA provides formative and summative feedback. If you are using a co-teaching model, remember that the candidate must be the sole author of written narratives, video annotations, and lesson plans, and video clips of classroom instruction must be selected by the candidate. The CalTPA assesses the candidate's capacity to teach and assess, not the cooperating or general education teacher's capacity to teach and assess. Throughout the process of completing the CalTPA, candidates may seek feedback from their cooperating teacher and the general education teacher. For policy guidelines regarding feedback, please see Acceptable Support on the Faculty Policies and Resources web page ([CalTPA](#) or [EdSp](#)).

III. Student Grouping Strategies

Student grouping should be intentional and directly aligned with the lesson's learning goals. Teachers may choose to use whole-group instruction for certain activities and individual or small-group instruction for others, depending on the desired outcomes. Both heterogeneous and homogeneous grouping strategies should be thoughtfully employed throughout instruction.

Heterogeneous groups—which include students with varying language abilities, skill levels, and perspectives—are particularly beneficial for English learners and when lessons focus on

¹ Primarily in English means that the response is written in English, except when the language of instruction is needed for clarity in the response (e.g., the teacher candidate quotes a student in the language of instruction, refers to the lesson and uses a word from the language of instruction to illustrate the point, or refers to evidence that is in the language of instruction).

² "Two or more people sharing responsibility for teaching all the students assigned to a classroom. It involves the distribution of responsibility among people for planning, differentiating instruction, and monitoring progress for a classroom of students" (Villa, Thousand, and Nevin, 2013).

effective expression. These groupings allow students to engage with a variety of peers and can be either teacher-assigned or student-selected. In contrast, homogeneous groups can be effective for skill-specific instruction, such as when students are reading texts at similar levels or during designated English Language Development (ELD) time.

Flexible grouping practices support learner variability and should be adjusted throughout the lesson based on students' engagement, academic needs, and in-the-moment instructional decisions. Grouping strategies should also consider and support the mobility, sensory, and specialized health care needs of all students. Considering specialized needs may include the use of instructional or assistive technology³ to promote equitable access to learning.

Collaborative and inclusive group learning, including co-teaching models, not only supports content understanding but also fosters social-emotional development and age-appropriate higher-order thinking skills. Authentic partner or group work requires students to share resources and information toward a shared learning objective, ensuring meaningful interaction.

Finally, the size and duration of group activities should be guided by student data, learning objectives, and IEP goals where applicable. [Complex Instruction](#), developed by Elizabeth Cohen and colleagues at Stanford University, offers a research-based framework for promoting equity in group work. It provides strategies to ensure that all students can participate meaningfully and experience academic success through structured, purposeful collaboration.

IV. Synchronous Online Learning Environment

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

Candidates must teach actual students from their assigned class; candidates' own children or neighbor children may not be used to create a mock classroom. Candidates must adhere to all school or district guidelines for recording in online settings and continue to ensure the appropriate permissions are in place.

³ [2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks \(CA Dept of Education\)](#)

The lesson plan or learning segment in the CalTPA may include both synchronous and asynchronous instruction. Additionally, in the Literacy Cycle or Cycle 2 (SS/WL):

- The video clips for Steps 2 and 4 must come from synchronous segments that include candidate and student interaction.
- The Learning Segment Template should address specific instructional strategies and/or adaptations (accommodations and/or modifications) applied due to the online setting.
- Candidates must continue to provide blank copies of the summative assessment and corresponding rubric or performance criteria.
- Candidates must continue to collect and submit the focus student's summative assessment response with feedback. When selecting assessment strategies, candidates should take into consideration how they will deliver, collect, analyze, and provide feedback either through the virtual instruction platform (e.g., Zoom) or other virtual means (e.g., email, Dropbox).

Understanding the Math Cycle: Learning About Students and Planning a Math Lesson

I. General Overview

The focus of the Math Cycle is to plan one asset-based, UDL-focused math lesson for a group of students that includes their focus students/children.

Math Cycle focus student/child requirements by credential area:

- **MS, PK–3, MMSN:** A group of students/children (must include three focus students/children).
- **ESN:** Candidates may choose to teach the math lesson to FS1, FS2, and FS3 **OR** to teach the math lesson to one of the focus students that they select (FS1, FS2, or FS3).
- **ECSE:** Candidates may choose to plan the activity for the FC **or** to plan the activity for the FC and additional children who require similar support
- **DHH:** Candidates may choose to plan and teach the lesson to the FS **or** plan and teach the lesson to the FS and additional students who require similar support.
- **VI:** One focus student only.

II. Math Content + Math Practice Strand/Standard

When planning instruction, candidates must select one Mathematical Practice (MP) Standard to accompany their chosen math content standard. This pairing is essential because while content standards define *what* students learn, the MP Standards focus on *how* students think and engage with that content—promoting reasoning, problem solving, and critical thinking across all age/grade levels.

Importantly, the eight MP Standards are the same for all students, from PK/TK (as reflected in the California Preschool Learning Foundations - Volume 1: Mathematics) through the CA Common Core State Standards for Mathematics (CA CCSSM) in Kindergarten and beyond. This continuity ensures that students develop consistent mathematical thinking habits.

The eight Mathematical Practice Standards (MP) are:

- MP1: Make sense of problems and persevere in solving them
- MP2: Reason abstractly and quantitatively
- MP3: Construct viable arguments and critique the reasoning of others
- MP4: Model with mathematics
- MP5: Use appropriate tools strategically

- MP6: Attend to precision
- MP7: Look for and make use of structure
- MP8: Look for and express regularity in repeated reasoning

III. Critical Concepts for the Math Cycle

Below are selected concepts from the Math Performance Assessment Guide or CalTPA Glossary that are critical to understand in order to complete the Math Cycle.

Academic Language Development (ALD)

The process of learning and using the language necessary for success in academic settings. ALD provides students with a common set of terms to help them access, understand, and communicate subject-specific concepts. This includes developing vocabulary and syntax to support learning, critical thinking, and academic discussions. By integrating ALD into instruction, educators ensure that all students, including multilingual learners, have the linguistic tools to engage with the content and express their understanding effectively.

Math Thinking

The process by which a teacher actively seeks to understand how a student is making sense of mathematical concepts, reasoning through problems, and applying strategies. This involves careful observation, asking probing questions, analyzing student work, and engaging in dialogue to uncover the student's thought process. The goal is to identify not just what the student knows but how they arrived at their understanding, allowing the teacher to support and build upon the student's mathematical reasoning effectively.⁴

Asset-Based Instructional Design for All Students

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

Teachers regularly gather information (e.g., assessment data, personal observation, evaluative reports) to address their students' needs, including as part of the Individualized Education Program (IEP) process. Too often, instruction is focused on a deficit-need model to help

⁴ <http://media.mspnet.org/conferences/06Inc/06dball/transcript/index.htm>

students meet their IEP goals. Asset-based instruction may be more challenging for a candidate to design as it utilizes students' strengths, experiences, and background as the foundation of the lesson(s), student engagement, and learning. The CalTPA requires candidates to incorporate an asset-based approach into their instructional design and practices. Candidates include individual and collective strengths, experiences, and background knowledge that students "bring to the table" for any given lesson(s).

Asset-based pedagogies view the diversity that students bring to the classroom (e.g., culture, language, disability, socio-economic status) as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, and culturally sustaining pedagogy are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

These assets may include the following:

- prior knowledge and skills related to the lessons
- accumulated knowledge and experience related to content outside the classroom
- individual interests and passions related to the lessons
- the "flip side" of a learning need may be an asset
- sensory efficiency for a student who is visually impaired

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

Cultural and Linguistic Assets

The culture(s) and language(s) that students bring to school are important strengths and positive contributions to the school community. These assets are incorporated in positive ways through culturally and linguistically sustaining practices and the support of bilingualism.

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles educators can use to proactively design environments to be responsive to the learner variability demonstrated by all students. UDL implementation is facilitated by the application of the [UDL Guidelines](#) (CAST, 2024) in environment and lesson design. Educators implementing the UDL guidelines demonstrate an understanding that all students have assets and that successful academic, behavioral, and social outcomes are achieved when proactive changes are made in learning environments and not required of students.

The UDL guidelines provide a framework for the implementation of practices that increase the relevance and accessibility of learning opportunities for all students. However, the guidelines are not meant to be used as a checklist. Furthermore, implementation of UDL and the application of the guidelines are not a replacement for special education services or an Individualized Education Program (IEP). Rather, the purposeful application of specific guidelines to eliminate barriers students experience in a curriculum increases access and pathways to success in the general education curriculum for all students.

In strands-/standards-based instructional design, the proactive design of learning environments involves the thoughtful alignment of strands/standards and goals, methods, materials, and assessments. In their instructional design, educators account for the academic, social, and behavioral aspects of the learning environment through the application of each dimension of the UDL Guidelines. The UDL Guidelines are grouped into three vertical categories: engagement, representation, and action and expression. Additionally, the UDL Guidelines are organized into rows: access, support, and executive function.

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

Instructional Adaptations

In the CalTPA, candidates are asked to introduce their students in Part A: Contextual Information. Here, candidates are asked about their student's(s') assets (cultural and/or linguistic) and/or interests related to the content, academic language development, and identified learning needs. Knowing this information helps candidates determine adaptations (e.g., accommodations and/or modifications, language supports, IEP supports/services) to address the focus students' learning needs based on their assets (cultural and/or linguistic) and/or interests.

Adaptations can address the physical environment, preferred language (ASL or spoken), AAC, and mobility and sensory needs, as well as the focus students' academic needs. Candidates need to clearly articulate what adaptations they plan to employ within their lesson plan and how the adaptations support the IEP goals for the student(s). The adaptations should describe what will be done to help the student(s) achieve the learning goals.

Accommodations provide the student(s) the ability to meet the learning goals by changing the response method (e.g., allowing a student to respond in braille), setting (e.g., preferential seating), time (e.g., extended time), presentation (e.g., multi-sensory techniques), or schedule (e.g., dividing an assignment over several sessions) to allow equitable access to instruction and assessment.

Modifications are adjustments that change what is expected or measured and should be used with caution as they alter learning expectations and can increase the gap between the achievement of students with disabilities and expectations for proficiency.

Higher-Order Thinking Skills (MS, SS, WL & EdSp - MMSN, ESN, DHH, VI)

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

Age and/or developmentally appropriate higher-order thinking skills (HOTS) distinguish critical-thinking skills from lower-order learning outcomes. Based on the work of Benjamin Bloom and his *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1969), HOTS extend beyond basic observation of facts and memorization and move deeper into application, analysis, synthesis, evaluation, creation, and innovation. Implementing higher-order thinking skills (HOTS) encourages students to become more creative thinkers and effective problem solvers, leading to deeper understanding and lasting learning of content.

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

Play-Based Learning (PK–3 & EdSp-ECSE)

Play-based learning is an educational approach that uses play activities, including manipulatives and other hands-on tools, to support problem solving, learning, and development. This approach recognizes that children learn best through active engagement and exploration. Importantly, play-based learning is not just “free play” but also “purposeful play,” where activities are intentionally designed to support specific learning objectives.⁵

Play can lead to deeper learning when play experiences are actively engaging, socially interactive, and meaningful; evoke joy; involve experimentation; and connect with children’s prior knowledge. It is important to support children’s play-based learning by providing activities that allow for both free exploration initiated by children and guided play opportunities facilitated by teachers that are essential parts of an active and collaborative learning environment.

⁵ <https://www.child-encyclopedia.com/play-based-learning/according-experts/defining-play-based-learning>

Understanding the Literacy Cycle: Assessment-Driven Instruction

I. SB 488

[SB 488 \(2021–2022\)](#) required the Commission to create a teaching performance assessment to assess candidates for competence in evidence-based methods of teaching foundational reading skills (print concepts, phonological awareness, phonics and word recognition, fluency). The Literacy Cycle must also address tiered supports for all pupils, including English learners, students with reading difficulties, and students with exceptional needs and literacy instruction. Competencies assessed must align to the Teaching Performance Expectations (TPEs), State Board of Education ELA/ELD Framework, and incorporate the California Dyslexia Guidelines.

The bill defines comprehensive reading instruction as including the following:

- a. the study of organized, systematic, explicit skills including phonemic awareness; direct, systematic, explicit phonics⁶; and decoding skills
- b. a strong literature, language, and comprehension component with a balance of oral and written language
- c. ongoing diagnostic techniques that inform teaching and assessment
- d. early intervention techniques

II. Transition From RICA

Pursuant to SB 488, beginning July 1, 2025, all newly enrolled credential candidates in Preliminary Multiple Subject, Education Specialist, and PK–3 Early Childhood Education Specialist Instruction credential programs must pass a Commission-adopted performance assessment that includes literacy instruction in order to be recommended for their credential.

The RICA examination will be retired on October 31, 2025. Candidates who attempted RICA but did not pass all three subtests of the written examination or the video performance assessment by that date are required to pass the Commission-adopted performance assessment that includes literacy instruction.

Programs should take into consideration their program design in determining how to best advise candidates regarding the transition from RICA to a performance assessment that includes literacy instruction (see [PSA 25-03](#)).

⁶ “Direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes, and practice in connected text.

III. General Overview

The focus of the Literacy Cycle varies from the Math Cycle, shifting from a focus on planning one math lesson for a group of students and focus students to planning multiple literacy lessons and administering assessments.

Literacy Cycle focus student requirements by credential area:

- **MS, PK–3, MMSN:** A group of students (must include one focus student).
- **ESN:** Either a group of students (which must include one focus student) **or** a single focus student.
- **ECSE:** Either a group of children (which must include one focus child) **or** a single focus child.
- **DHH:** Either a group of students (which must include one focus student) **or** a single focus student.
- **VI:** One focus student only.

The Literacy Cycle focuses on how to provide effective literacy instruction, use multiple types of assessments, analyze results, and provide specific, actionable feedback to students across a series of lessons following the four steps of plan, teach and assess, reflect, and apply. This cycle requires candidates to demonstrate expertise in formative assessment and summative assessment. The full range of assessments needs to be modeled and practiced in coursework and clinical practice/student teaching to ensure a deep level of candidate understanding of various types of student assessments prior to Literacy Cycle completion. Candidates use multiple assessments to understand what their students know and have yet to learn to meet set ELA/Literacy and ELD goals. This understanding, in turn, informs their instructional next steps.

Candidates may teach in a setting where they teach interdisciplinary lessons. When lessons are interdisciplinary, the candidate must be careful to articulate and demonstrate their teaching of the ELA/ELD Framework and, based on their clinical practice placement, California Preschool/Transitional Kindergarten Learning Foundations, California ELA/Literacy Standards, and/or ELD Standards.

Candidates in Preschool settings: The Literacy Cycle is designed for use with students in Transitional Kindergarten (TK) and above. Candidates should ensure that all learning goals, instruction, and assessments are developmentally appropriate for the grade level that they teach.

IV. Critical Concepts for the Literacy Cycle

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

Learning Segment

In the Literacy Cycle, a learning segment is a series of related lessons moving toward a common goal, typically a series of lessons that are part of a larger unit. Candidates are not asked to submit formal lesson plans. Instead, they complete the Learning Segment Template, providing an outline of three to five lessons and their corresponding assessments. Candidates need to provide enough detail about (1) their application of findings from previous literacy assessments, (2) adaptations (accommodations and/or modifications) for students, and (3) how they will address integrated ELD to demonstrate their capacity to plan asset-based instruction and assessments. Candidates will also provide their grade-level and strand(s)/standards-based ELA/Literacy and ELD goals and identify the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework (meaning making, language development, effective expression, content knowledge) they are addressing.

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

The instruction and assessment sequence must include formative assessment(s), along with a summative assessment in the final lesson of the learning segment. For interdisciplinary learning submissions for the Literacy Cycle, candidates must address ELA/Literacy and ELD strand(s)/standards, learning goals in the student activities, and assessments. The literacy focus must be clearly present across the lessons. Candidates also must explain how they will use integrated ELD. For more information, see [Chapter 8 of the ELA/ELD Framework](#).

A resource for candidates to use in their selection of CA ELA/Literacy and ELD standards is the [CA Standards Mobile Application](#). Candidates can use the mobile app for quick access to the ELA/Literacy and ELD Standards. They can use the app to search, filter, and sort standards to isolate specific content and inform decisions around instruction and assessment.

Rubrics or Performance Criteria for Student Work

For the summative assessment, candidates are required to provide a literacy-specific rubric or performance criteria that is used to consistently score student work and provide meaningful feedback. Candidates should keep in mind that the product, process, or performance per individual student must be assessed using a rubric or performance criteria that provides descriptive, detailed language and illustrates levels of performance related to the learning goals identified in the learning segment.

To support candidates with creating and/or selecting rubrics, preparation programs should provide examples and non-examples of literacy-specific rubrics or performance criteria. Many candidates may not have had prior educational experiences with rubrics as guides to performance expectations. The [Berkeley Center for Teaching and Learning](#) provides descriptions and examples of rubrics. [The Center on Standards and Assessment Implementation](#) provides descriptions and examples of performance (success) criteria.

Progress Guides

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

Adjusting Instruction

To support students' learning, teachers/candidates frequently make instructional moves during a lesson as a result of in-the-moment analyses of student's(s') response to instruction through formative assessment, a process often called "assessment for learning." Candidates should be encouraged in the video commentary and reflective narratives to reveal their thinking about why adaptations were made during instruction. For example, commentary might read, "I noticed that my students were not understanding how to introduce a topic in their writing. I decided to stop my presentation of how to write a topic sentence and asked my students to share their ideas for how to introduce a topic with a partner, because when I called on a student, they were reluctant to offer their answers to the entire class. Sharing first with a partner about how to introduce a topic in their writing gave every student the opportunity to engage in the question and lowered the stakes, building student confidence."

Actionable Student Feedback

In addition to effective literacy instruction, the Literacy Cycle is focused on a range of types of assessment and how to use multiple measures to guide next steps in the instructional process. It is critical that candidates provide meaningful, actionable feedback to their students based on formative assessment and summative assessment. Feedback needs to be more than a grade level score (A), a percentage (82%), or a checkmark.

Candidates need to understand and learn how to provide feedback that is actionable for students: Actionable feedback communicates the degree to which students have met the learning goals based on the evidence provided by the student in their assessment response(s), what students have done well, and what students can do next to improve their learning. Questions candidates can ask themselves are:

- Where is the evidence that the student has met the learning goal?
- What and why do they need to make changes or revisions to their work product, process, or performance?
- What are their next steps that will improve the qualities of their product, process, or performance?

V. ELA/ELD Framework

Guiding candidates' literacy instruction is the ELA/ELD Framework, which is organized by the crosscutting themes of the strands/standards: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. These themes highlight the interconnectedness of the Preschool/Transitional Kindergarten Learning Foundations for Language and Literacy, the Common Core State Standards for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the ELD Standards (Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Skills).



The Circles of Implementation⁷

Effective literacy instruction includes evidence-based methods of teaching all five themes of the framework:

Foundational Reading Skills

Foundational reading skills are defined as:

- print concepts, including letters of the alphabet;
- phonological awareness (e.g., counting syllables, recognizing and/or producing rhymes), including phonemic awareness (e.g., blending, segmenting, isolating or manipulating phonemes);
- phonics, spelling, and word recognition (e.g., the relationship between phonemes and graphemes);

⁷ [ELA/ELD, Circles of Implementation English - Curriculum Frameworks \(CA Dept of Education\)](#)

- decoding and encoding (e.g., teaching irregular words and spelling patterns, teaching the relationship between reading and writing);
- morphology/morphological awareness (e.g., identifying prefixes and suffixes); and
- text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity) (e.g., using repeated reading, modeling prosody)

In TK–3 settings, foundational reading skills also include:

- creating literacy environments that are print rich and that foster interest in print (e.g., classroom displays, books available to students)
- games, books, poetry, oral storytelling, and songs that draw attention to print, and the manipulation of sounds and alphabet letters

Meaning Making

At the heart of ELA/Literacy and ELD instruction, meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research.

Language Development

Language development, especially academic language, is crucial for learning. It is the medium of literacy and learning; it is with and through language that students learn, think, and express. The strands of the PTKLF for Language and Literacy or CA CCSS for ELA/ Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills.”

Effective Expression

Effective expression in writing, discussing, and presenting depends on drawing clear understandings from and interacting with oral, written, and visual texts. These understandings may be literal or inferential. Cogent presentations in speaking and writing result from repeated encounters with texts; these encounters are driven by different purposes, which help students analyze and interpret texts in terms of validity and linguistic and rhetorical effects.⁸

Content Knowledge

Reading, writing, speaking, listening, and language are tools for acquiring, constructing, and conveying knowledge. Students who exhibit the capacities of literate individuals build strong content knowledge. As stated in the CA CCSS for ELA/Literacy, “Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read

⁸ 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education):
<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>

purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking” (CDE 2013, 6).⁹

Foundational reading skills support students in making meaning, developing language, communicating effectively, and acquiring content knowledge. While students do not need to demonstrate full proficiency in these skills, integrating foundational reading instruction with these themes promotes overall literacy growth.

Resources

The CDE hosted an online webinar series titled [Re-Centering the ELA/ELD Framework](#). Recordings, slides, and documents are available online. Additionally, a draft [Resource Guide on Preparing Teachers for Effective Literacy Instruction](#) was created as a program resource guide for teacher preparation programs to support effective preparation for literacy instruction.

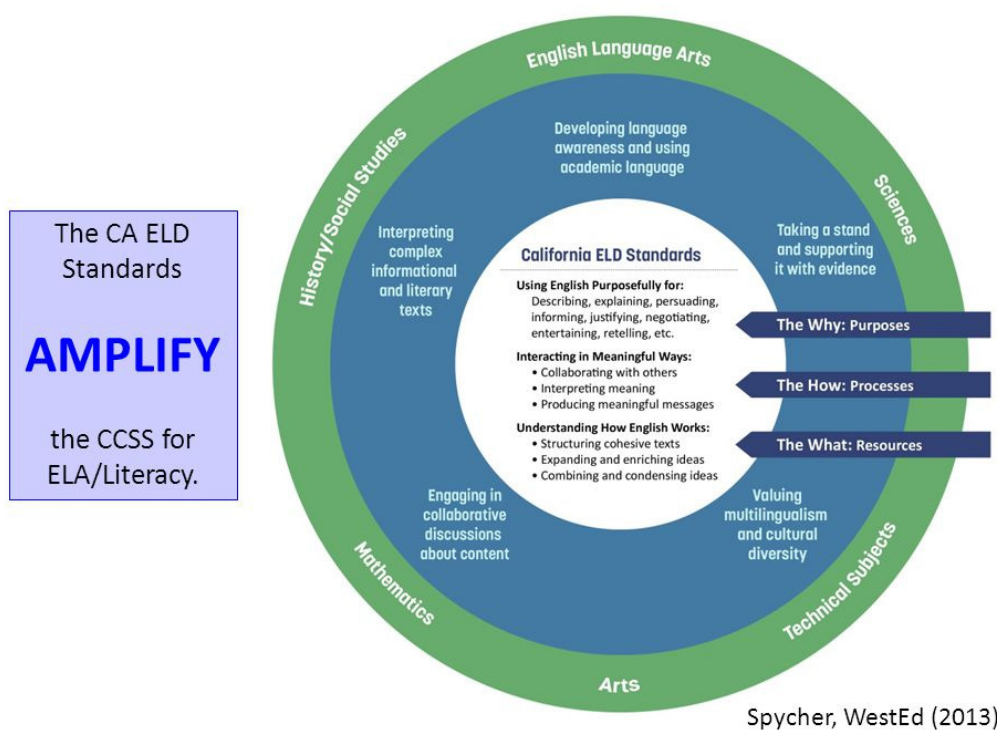
Sample lessons from the vignettes found in the [ELA/ELD Framework](#) can provide concrete examples for candidates as they develop their own plans in Step 1 Plan.

VI. English Language Development (ELD)

An underlying foundation of the Literacy Cycle is its focus on assessing candidates’ ability to serve the needs of all students, including English learners. Therefore, all candidates should be conversant with the [California Preschool/Transitional Kindergarten Learning Foundations for Language and Literacy Development \(PTKLF: Language and Literacy Development\)](#), [California English Language Development Standards \(CA ELD Standards\)](#) and the [English Language Arts/English Language Development Framework \(ELA/ELD Framework\)](#) before they begin their work on the Literacy Cycle.

- For Bilingual candidates: The current California [Spanish Language Development Standards](#) may also be used. The following diagram illustrates the interrelationship between the CA ELD Standards, the PTKLF: Language and Literacy Development, and the CCSS in ELA/Literacy.

⁹ 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education):
<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>



Preparation program coursework should provide the opportunity for candidates to do a deep dive into the CA ELD Standards and/or the [PTKLF: Language and Literacy Development](#). The CA ELD Standards and reflect what students should know and be able to do, both at each grade level and at each level of English learning. They also list the corresponding ELA/Literacy Standards that connect to the selected ELD Standard. Note that these strands/standards are outcomes based—not necessarily a list of skills or knowledge that need to be taught. The CA ELD Standards provide the guiding principles for instructing English learners.

VII. English Language Development (ELD) Supports

Preparation programs should encourage candidates to fully articulate in their writing what they mean by “scaffolds,” “supports,” “graphic organizers,” and other strategies used to support English learners. Candidates should explain why a strategy was selected rather than assuming it is appropriate because “it’s scaffolding (and that’s what you do for English learners),” for example.

The same linguistic supports that work for all students can be implemented in translanguageing situations. For example, pictures, realia, cognates, repetition, and modeling would all be instructional strategies that teachers would use for students who are bilingual to assist with understanding the target language of instruction.

Candidates may tend to focus on the written work produced by English learners. The CA ELD Strands/Standards indicate that students should be using language in all its forms, including

individual oral expression and group collaboration. Remind candidates that oral practice using the language of the content area does aid all other aspects of language development, including reading, writing, listening, and speaking. Examples of accommodations are available in Figure 9.7 of [Chapter 9 of the ELA/ELD Framework](#) and examples of modifications are available in Chapter 9 of the ELA/ELD Framework.

EL Misconceptions

Candidates often hold misconceptions about the English language abilities of their students, which then impacts their work on the Literacy Cycle or Cycle 2 (SS). Addressing these misconceptions before the work begins will help candidates broaden their understanding of English learners. Common misunderstandings include the following:

“This student can hold a conversation with me and with friends, so they must be fluent.”

Candidates need to understand that conversational fluency is different from academic fluency. They need to find out more about the student’s language abilities (ELPAC scores).

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

“This student’s learning issues are due to their disability, not their language skills.”

Candidates need to know that they are likely to have students managing both a disability and a language challenge. This is where site resources—such as a consultation with the cooperating/mentor teacher, special education teacher, or counselor—are helpful.

ELPAC

While there are differences in the pathway of progress toward fluency for individual English learners from district to district, candidates should be provided information about the role of the English Language Proficiency Assessments for California (ELPAC) in monitoring the progress of English learners. Candidates should know about the levels of proficiency and the implications of these levels for meeting the needs of their English learners. The California Department of Education (CDE) has indicated that all Local Education Agencies (LEAs) need to be able to produce the scores/reports if requested. School administrators have access to the TK–12 student scores online even if they have moved from one school site to another. In the past, LEAs did not have access to incoming student results without requesting a copy of them from the sending institution or placing a copy in the cumulative folder. LEAs now have access to these student score reports (SSRs) electronically and can download them for easy access and production for families/guardians of students who have taken the ELPAC; thus, there is no longer a need to have them in the cumulative folder.

Students will take the Initial ELPAC if their primary language on their Home Language Survey is one other than English. This assessment helps identify students who need support in learning English while they receive instruction in all content areas. Levels for the Initial ELPAC are

Level 1: Novice English Learner, Level 2: Intermediate English Learner, and Level 3: Initial Fluent English Proficient.

The Summative ELPAC measures how students who are English learners are progressing with English language development in reading, writing, speaking, and listening. Data from this assessment can also help determine if a student is ready to be reclassified as “Fluent English Proficient.” Levels for the Summative ELPAC are Level 1, Level 2, Level 3, and Level 4. To be considered for reclassification, one of the factors is an Overall ELPAC score of Level 4.

For information on the Alternate ELPAC, see the [Alternate ELPAC](#) section of this program guide.

Integrated and Designated ELD

While candidates may learn about the CA ELD Standards in a “standalone” class on addressing the needs of English learners, they should also experience the role of the ELA/ELD Framework within the context of a literacy methods course. This should include clear explanation and guidance on the roles of both designated (self-contained or specialized) and integrated (core content or departmentalized) ELD. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD strands/standards to assist English learners to develop critical English language skills necessary for academic content learning in English. Integrated ELD is defined as instruction in which the state-adopted ELD standards and PTKLF: Language and Literacy Development are used in tandem with the state-adopted academic content strands/standards. Integrated ELD includes specifically designed academic instruction in English. In the LPA, candidates will have the opportunity to demonstrate integrated ELD if they have English learners as a part of their learning group.

Sample lesson plans using a variety of planning tools from the program, participating districts, and vignettes from the [ELA/ELD Framework](#) can provide concrete examples for candidates as they develop their own plans. Preparation program coursework based in literacy should include guidance on integrating CA ELD Standards. Providing examples of how the CA ELD Standards are addressed in lessons or integrated into the curriculum plan will provide a strong foundation for candidates to develop their own lessons with integrated CA ELD Strands/Standards and the ELA/Literacy Strands/Standards.

The ELD Roadmap

Four principles support the vision and provide the foundation of the [CA English Learner Roadmap](#). These principles are intended to guide all levels of the system toward a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, twenty-first century education for the state’s English learners. Underlying this systemic application of the principles is the foundational understanding that simultaneously developing English learners’ linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of over one million English learners who attend our schools. The principles address the following themes:

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

These principles, and the elements delineated for each, are research- and values-based, and build upon California’s academic content and ELD standards, the California ELA/ELD Framework, Blueprint for Great Schools 1.0 and 2.0, and other state policy and guidance documents.

VIII. Interdisciplinary Literacy Instruction

Preliminary credential candidates may teach in a setting where they implement an interdisciplinary approach by combining content from another area with literacy. For example, a candidate may be teaching a literacy lesson plan that combines both social studies and art content strands/standards to students. When lessons are interdisciplinary, the candidate must be careful to articulate and demonstrate their teaching of the ELA/Literacy Strands/Standards and the ELA/ELD Framework. The Literacy Cycle submission should include the following details:

- reference to the current, approved grade-level California ELA/Literacy Standards or PTKLF Language and Literacy Development Strands and ELA/ELD Framework in the learning segment and related materials
- learning goals and assessments that address the selected foundational reading skill(s) and the selected additional theme(s) (meaning making, language development, effective expression, content knowledge)
- student activities that primarily reflect reading, writing, speaking, and/or listening (activities will undoubtedly include the other content, but the candidate should focus their Literacy Cycle response on the primary content of literacy)

IX. Direct, Systematic, and Explicit Instruction

The [California Dyslexia Guidelines](#) provide the following definitions for direct, systematic, and explicit instruction: All concepts are directly and explicitly taught to students with continuous student–teacher interaction. Learning is never assumed. All concepts, skills, and procedures are deliberately taught and practiced with teacher guidance and feedback. The goal of instruction is always independent and functional use. Systematic means that organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult.

The California Collaborative of Learning Acceleration (CCLA), along with Contra Costa County Office of Education and California Collaborative for Learning Acceleration and the Santa Clara County Office of Education, has developed [modules](#) related to evidence-based practices for teaching foundational reading skills.

Gradual Release of Responsibility

Candidates may need some guidance on when to move from a teacher-directed lesson to allowing students to assume responsibility. One way to facilitate this transition is the gradual release of responsibility. The ELA/ELD Framework explains the five stages as:

1. An explicit description of the strategy and when and how it should be used
2. Teacher and/or student modeling of the strategy in action
3. Collaborative use of the strategy in action
4. Guided practice using the strategy with gradual release of responsibility
5. Independent use of the strategy

Popularly known as “I do it,” “We do it,” “You do it together,” and “You do it alone” (Fisher and Frey, 2014, 3), this model can be applied across many disciplines and skill areas. The end goal is for students to be able to apply skills and concepts independently, and while some individual lessons may display many or all of the steps of the gradual release of responsibility model, others may not. Some approaches accomplish the same goal over the course of a unit or through an initial stage that features student exploration (e.g., inquiry-based learning). Keeping in mind the goal of student independence, effective instruction is thoughtfully planned and implemented to move carefully through levels of scaffolding, teacher direction, and student collaboration to achieve that aim.

California Dyslexia Guidelines

The [California Dyslexia Guidelines](#) were written in response to AB 1369 in 2015. The purpose of these guidelines is to assist general education teachers, special education teachers, and parents in identifying, assessing, and supporting students with dyslexia. The UC/CSU Collaborative for Neurodiversity and Learning has developed [e-learning modules](#) that are aligned with the CA Dyslexia Guidelines to support the literacy development of all students, including those with dyslexia.

X. Developmental Considerations for Students

Developmentally appropriate practice (DAP) refers to a framework of principles and guidelines for practice that promotes young children’s optimal learning and development. DAP is a way of framing a teacher’s intentional decision making. It begins with three Core Considerations: (1) what is known about general processes of child development and learning; (2) what is known about the child as an individual who is a member of a particular family and community; and (3) what is known about the social and cultural contexts in which the learning occurs.

The following,¹⁰ adapted from the [ELA/ELD Framework](#), outlines developmentally appropriate practices in literacy and language for young children. Programs provide the following:

- Caring and knowledgeable educators who
 - are physically, emotionally, cognitively, and verbally present
 - respectfully partner with families and communities to understand, respond to, and prepare appropriately for differences in ability, backgrounds (including language variety), and interests
 - are intentional in the experiences they offer children while also being responsive to child-initiated inquiry
 - provide individualized attention and engage in adult-child interactions
 - have high expectations and clear, appropriate learning goals for all children
- The full range of experiences that foster literacy development, including
 - well-conceived, well-delivered, and comprehensive instruction and experiences in each of the components of early literacy situated within a nurturing environment that fosters the development of the child in all domains
 - a rich and coherent curriculum in the content areas situated within a nurturing environment that fosters the development of the child in all domains
 - an integrated curriculum in which learning experiences are organized around big ideas and themes so that content area and literacy experiences support and build on one another
 - environments that support literacy learning by being
 - physically and psychologically safe
 - environments that encourage and foster imaginative play
 - language-rich
 - print-rich (or tactilely rich)
 - writing-rich
 - cognitively stimulating
- Access to numerous high-quality books and myriad other print, visual, and auditory media
 - of all genres and that represent diverse populations and human perspectives
 - that reflect children's interests and backgrounds and also expand their interests and build their background knowledge
 - that include books and other media in the primary language(s) of the children
 - in well-stocked libraries and throughout the setting
 - that children can explore on their own in comfortable and quiet locations
 - that are read aloud to individuals, small groups, and the whole group that are read repeatedly and daily

¹⁰ 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education):
<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>

Literacy Cycle TPEs

- For MS: The Literacy Cycle measures selected elements of [TPE Domains 1–6](#), as well as [TPE Domain 7: Effective Literacy Instruction for All Students](#)
- For PK–3: The Literacy Cycle measures selected elements of [TPE Domains 1–6](#), as well as [TPE Domain 7: Effective Literacy Instruction for PK–3 Settings](#).
- For MMSN & ESN: The Literacy Cycle measures selected elements of [TPE Domains 1–6](#) as well as [TPE Domain 7: Effective Literacy Instruction for Students with Disabilities](#).
- For ECSE: The Literacy Cycle measures selected elements of [TPE Domains 1–6](#), as well as [TPE Domain 7: Effective Literacy Instruction for Children with Disabilities, Birth Through Kindergarten](#).
- For DHH: The Literacy Cycle measures selected elements of [TPE Domains 1–6](#), as well as [TPE Domain 7: Effective Literacy Instruction for Deaf Students](#).
- For VI: The Literacy Cycle measures selected elements of [TPE Domains 1–6](#), as well as [TPE Domain 7: Effective Literacy Instruction for Students with Visual Impairments](#).

Education Specialist Considerations

General Overview

The Preliminary Education Specialist Program Standards, Standard 3C (Adopted August 2018), states the following:

Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners with disabilities, and offer the opportunity for candidates to interact with different age groups in both general and special education settings reflecting the continuum of placement options. They should also reflect to the extent possible socioeconomic, linguistic, and cultural diversity, and permit video capture for candidate reflection. Sites selected should have a fully qualified cooperating teacher with an appropriate credential and a fully qualified site administrator.

Core Content Connectors (CCCs)

There may be times in which a student may be impacted by a significant cognitive disability, and the IEP team may determine that the alternate assessment based on alternate achievement standards is most appropriate. The student will work on the same grade-level content, with variations in depth, breadth, or complexity.¹¹ In these situations, planning also incorporates the standards of the student's assigned grade.

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

Developmental Considerations

Candidates are asked to include information regarding the developmental considerations of their whole class/small group and/or their focus student. Candidates should be knowledgeable about language development, including students who may be non-verbal and the

¹¹ <http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief1.pdf>

¹² <http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief7.pdf>

developmental considerations associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorder, cerebral palsy). Candidates need support to learn how to write about children's development in a professional manner. Reputable websites that candidates can reference for the age and development of their students include [California Department of Education](#), [Centers for Disease Control and Prevention](#), and [American Academy of Pediatrics](#).

Facilitation of Instructional Support Personnel

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

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

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

Prompting Hierarchy

Alternative and Augmentative Communication (AAC) is a visual representation of language. A prompting hierarchy should be implemented when students utilize AAC, and ample wait time for a response should always be provided before candidates move to the next strategy.

Revisiting the AAC Prompt Hierarchy

Rachael Langley, MA, CCC-SLP

Focus on these healthy habits:

Thoughtful Pause
Be mindful about how much you talk. Pause and wait without putting any pressure on the learner. A pause can be an invitation for the learner to join in.

Express Interest with Body Language
Show you are interested in what the learner is thinking. Use your facial expressions to let them know you're listening.

Observe & Comment
Observe the learner and make an "I wonder..." or an "I think..." comment. This might sound like, "I wonder if you are ready to go," while you say "GO" using AAC.

Model without Expectation
Show them what it looks like to use AAC by using it yourself! Try making comments that don't require the learner to answer. "I LIKE your shoes!" [say "LIKE" using AAC and pointing to their shoes]

Avoid these harmful habits:

STOP **Model so they copy you**
I said, "I want cookie," so now you should say, "I want cookie."
While this may seem helpful, it's not a healthy strategy to use. We want learners to know that they can choose their words.

STOP **Prompt to make them say it**
Touch circle. I'll help you touch circle. Tell me circle.
We should not be making anyone say words by using hand-over-hand prompting. It is more harmful than helpful.

Created with the best intentions by Rachael Langley, MA, CCC-SLP in February 2023
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ELD for Students with Disabilities

In addition to the information provided on ELD for all students, there are additional considerations for students with disabilities who are also English Learners. CDE has issued guidance in the [California Practitioners' Guide for Educating English Learners with Disabilities](#) to provide information on how to identify, assess, support, and reclassify students with disabilities who are also English Learners. An important portion of this guide to note is the section in Chapter 3, which discusses differentiating between language acquisition and disability. Part of figure 3.3 is reproduced below:

¹³ [Revisiting the AAC Prompt Hierarchy \(2023\) printable.pdf - Google Drive](#)

Comparison of Language Differences vs Disabilities

Oral Comprehension/Listening

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student does not respond to verbal directions	Student lacks understanding of vocabulary in English but demonstrates understanding in L1	Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
Student needs frequent repetition of oral directions and input	Student is able to understand verbal directions in L1 but not L2	Student often forgets directions or needs further explanation in L1 and L2 (home and school); may be due to an auditory memory difficulty or low cognition
Student delays responses to questions	Student may be translating question in mind before responding in L2; gradual improvement seen over time	Student consistently takes a longer time period to respond in L1 and L2 and it does not change over time; may be due to a processing speed deficit

Speaking/Oral Fluency

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student lacks verbal fluency (pauses, hesitates, omits words)	Student lacks vocabulary, sentence structure, and/or self-confidence	Speech is incomprehensible in L1 and L2; may be due to hearing or speech impairment
Student is unable to orally retell a story	Student does not comprehend story due to a limited understanding and background knowledge in English	Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
Student does not orally respond to questions or does not speak much	Student is still developing expressive language skills in English to effectively communicate ideas; may be comprehending more than can communicate	Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit

Phonemic Awareness/Reading

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student does not remember letter sounds from one day to the next	Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	Student does not remember letter sounds after initial and follow-up instruction (even if they are common between L1 and L2); may be due to a visual or auditory memory or low cognition
Student is unable to blend letter sounds in order to decode words while reading connected text when appropriate instruction is provided, including ample practice	The letter sound errors may be related to L1 (for example, L1 may not have long and short vowel sounds); with explicit instruction, student will make progress over time	Student makes letter substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit
Student is unable to decode words correctly	Sound not in L1, so unable to pronounce word once decoded	Student consistently confuses letters and words that look alike; makes letter reversals, substitutions, and so on that are not related to L1; may be processing or memory deficit

Reading Comprehension and Vocabulary

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student does not understand passage read, although may be able to read with fluency and accuracy	Student lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	Student does not remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
Student does not understand key words or phrases; poor comprehension	Student is still developing vocabulary knowledge in English; improves over time	The student's difficulty with comprehension and vocabulary is seen in L1 and L2

Writing

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Errors made with punctuation and capitalization	The error patterns seen are consistent with the punctuation, capitalization, and print concept rules for L1; student's work tends to improve with appropriate instruction in English	Student consistently makes capitalization, punctuation, and print concept errors even after instruction, or is inconsistent; this may be due to deficits in organization, memory, or processing
Student has difficulty writing grammatically correct sentences	Student is still developing grammatical knowledge in English; student's syntax is reflective of writing patterns in L1; typical error patterns seen in second-language learners (verb tense, use of adverbs or adjectives); improves over time	The student makes more random errors such as word omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
Student has difficulty generating a paragraph or writing essays but is able to express ideas orally	Student is still developing writing skills in English even though they may have well-developed verbal skills; student makes progress over time and error patterns are similar to other English learners	The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits

Spelling

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student misspells words	Student will "borrow" sound from L1; progress seen over time as L2 proficiency increases	Student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit
Student spells words with letters that are sequenced incorrectly	Writing of words is reflective of English fluency level or cultural thought patterns; words may align to letter sounds or patterns of L1 (sight words may be spelled phonetically based on L1)	The student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit

Handwriting

Learning Behaviors Manifested	Indicators of a Language Difference Due to Second-Language Acquisition	Indicator of Possible Learning Disability
Student is unable to copy letters or words correctly	Lack of experience with writing the English alphabet	Student demonstrates difficulty copying visual material to include shapes, letters, and so on. This may be due to a visual or motor or visual memory deficit

Alternate ELPAC

Just as there is an Initial and Summative ELPAC, there is an Initial and Summative Alternate ELPAC. These assessments serve the same purpose. To be eligible for the Alternate ELPAC, students must have a significant cognitive disability and be determined eligible for alternate assessments by the IEP team. These assessments are administered in a one-on-one setting in the student's preferred communication style. It assesses a student's proficiency in English by allowing for a range of receptive (listening and reading) skills and expressive (speaking and writing) skills while using their preferred modes of communication, including assistive devices, gestures, and accessibility resources used in daily instruction. The Alternate ELPAC can be used in the reclassification process.

Linguistically Appropriate IEP Goals

IEPs for students with disabilities who are also English learners must consider the student's language needs and include linguistically appropriate goals, objectives, programs, and services. IEP goals that align the PTKLF: Language and Literacy Development Strands or CCSS ELA/Literacy Standards and the ELD Standards will assist students with achieving proficiency in English. For additional information and examples, see Section 3, Chapter 5 of [California Practitioners' Guide for Educating English Learners with Disabilities](#).

Multiple Subject CalTPA

General Overview

The CalTPA for Multiple Subject consists of two cycles: the Math Cycle and the Literacy Cycle.

Multiple Subject Math Cycle

The Multiple Subject Math Cycle is designed to assess how candidates plan, teach, and reflect on one math lesson for a group of students. This cycle emphasizes asset-based instruction, academic language development, higher order thinking, and Universal Design for Learning (UDL) principles. Candidates will demonstrate their ability to support all learners in building deep conceptual understanding and apply math reasoning in meaningful ways.

Selecting Math Strand/Standard and Math Practice:

The Math Cycle has four steps—plan, teach and assess, reflect, and apply—which emphasize effective mathematics instruction based on either the age-level [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\)](#) or the grade-level [California Common Core State Standards Mathematics \(CA CCSSM\)](#) and math practice.

The selection of math strand/standard (content) and math practice is dependent upon the candidates' clinical setting:

1. **For TK:** Candidates select one age-level developmental strand from the [California Preschool/Transitional Kindergarten Learning Foundations](#) and one Mathematical Practice (MP) from the same framework.
2. **For K–12:** Candidates select one grade-level Mathematical Content Standard from the [California Common Core State Standards Math](#) and one Mathematical Practice (MP) Standard from the same framework.

There are eight (8) math practice (MP) strands/standards that focus on *how* students think and engage with that content—promoting reasoning, problem solving, and critical thinking across all age/grade levels. Candidates must select at least one MP to accompany their math content strand/standard.

The CalTPA MS Math Cycle begins with providing detailed contextual information about the group of students the candidate plans to teach. This includes a description of students' cultural and/or linguistic assets and/or interests, and their identified learning needs. Drawing from classroom observations, math assessments (both formative and summative), and insights shared by their cooperating teacher and/or supervising faculty, candidates will develop a clear understanding of their class profile. This information supports the development of two grade-level appropriate learning goals: one that targets a specific math content standard and math practice strand/standard, and another that addresses Academic Language Development (ALD) within the math context. These goals will guide the planning of a single math lesson that

incorporates higher order thinking, Universal Design for Learning (UDL) principles, and builds on the strengths and needs of all learners.

Step 1: Plan

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your students. Select 3 focus students (FS1, FS2, FS3). Develop one asset-based, UDL-focused math lesson that includes two goals: <ul style="list-style-type: none"> One math content and practice learning goal, and One math academic language development (ALD) learning goal Provide an explanation of the specific adaptations for the 3 focus students and a rationale. Provide key instructional resources and/or materials related to the math lesson plan. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 7 pages) Part B: Math Lesson Plan (use optional template or locally provided format) (up to 10 pages) Part C: Written Narrative: Math Lesson Adaptation(s) for Focus Students (up to 7 pages) Part D: Math Lesson Resources and/or Materials (up to 7 pages)

Step 1 Essential Questions

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

- Rubric 1.1:** How does the candidate apply findings from recent math information to plan one asset-based, UDL-focused math lesson **and** monitor student progress in a safe, positive environment?
- Rubric 1.2:** How does the candidate apply recent information to plan adaptation(s) to support the language development of FS1 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
- Rubric 1.3:** How does the candidate apply recent information to plan adaptation(s) to support the math learning of FS2 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
- Rubric 1.4:** How does the candidate apply recent information to adapt the environment to support FS3's well-being **and/or** behavior based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?

Important Concepts for Faculty to Share with Candidates

- Candidates must use recent math assessment information about the group to develop one age-/grade-level appropriate math learning goal, including both math content and math practice.

- Candidates must include a math ALD learning goal that aligns with the selected math content and practice goal.
- Candidates must describe how they will create a safe, positive learning environment to support student progress toward all learning goals.
- Candidates must leverage students' cultural and/or linguistic assets and/or interests in their planning.
- Candidates must design a math lesson that clearly promotes and engages students in higher-order thinking.
- Candidates must describe how they will monitor student learning during the math lesson.
- Candidates must plan adaptations for each focus student based on recent information gathered. Adaptations must build on each FS's cultural and/or linguistic assets and/or interests.
 - For FS1, the adaptation must support math ALD through reading, writing, listening, and/or speaking.
 - For FS2, the adaptation must address a specific math learning need.
 - For FS3, the adaptation must include environmental supports to promote the student's well-being and/or behavior to meet learning needs.

Step 2: Teach and Assess

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Teach and video record the entire math lesson. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions

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

- **Rubric 1.5:** How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support their students in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
- **Rubric 1.6:** How does the candidate engage students in active, higher-order thinking during the math lesson **and** monitor/respond intentionally to support students in making progress toward the math content **and** practice **and** math ALD learning goals?

Important Concepts for Faculty to Share with Candidates

- Candidates must create and maintain a safe, positive learning environment throughout the math lesson.
- Candidates must use UDL-focused strategies to support student progress toward the math content, math practice, and math ALD learning goals.
- Candidates must actively engage students in higher-order thinking during the math lesson.
- Candidates must respond intentionally to students' ideas and actions to support and extend their mathematical learning.

Step 3: Reflect

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • Reflect on the effectiveness of the math lesson. What did the students learn? What did you learn about planning and teaching a math lesson? 	<ul style="list-style-type: none"> • Part G: Written Narrative: Reflection on What You Learned (up to 7 pages)

Step 3 Essential Question

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

- **Rubric 1.7:** How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson in a safe, positive learning environment (referring to evidence from Steps 1 **and/or** 2)?

Important Concepts for Faculty to Share with Candidates

Many of the skills in this step (Reflect) can be practiced throughout fieldwork observations and other opportunities where the candidate reflects on their planning and instruction.

- Candidates should reflect on what was effective in their asset-based, UDL-focused math lesson.
- Candidates must analyze (not summarize) the effectiveness of their adaptations for FS1, FS2, and FS3 in supporting progress toward the math content and practice, and math ALD learning goals.
- Candidates must reflect on the impact of creating and maintaining a safe, positive learning environment.
- Candidates must reference appropriate evidence from Steps 1 and/or 2 to support their reflections and analysis.

Step 4: Apply

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> Based on what you learned by completing Steps 1, 2 and 3, describe what you will do in future lessons to advance math learning and math ALD for these students, including FS1, FS2, and FS3. 	<ul style="list-style-type: none"> Part H: Narrative: Application of What You Learned (written, up to 4 pages; OR up to 6 minutes of verbal or ASL response)

Step 4 Essential Question

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

- Rubric 1.8:** How does the candidate apply what they have learned to determine future steps for math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

- Candidates must apply what they have learned throughout the Math Cycle to describe future steps for math instruction for the group and FS1, FS2, and FS3—specifically, thinking through if they need to reteach the students any part of the lesson.
- Candidates must clearly describe future steps for instruction that advance student learning of the math content and practice and math ALD.
- Candidates must reference appropriate evidence from Steps 1, 2, and/or 3 to support their future steps.
- Candidates must explain how they will continue to leverage the students' assets (cultural and/or linguistic) and/or interests related to their math learning.

Multiple Subject Literacy Cycle

Placement

Candidate placement impacts potential success on the Literacy Cycle. Candidates should be placed in a school setting where they will work with a variety of students, including students who:

- are district-/school-identified English learners, Fluent English Proficient (reclassified English learners), Heritage language speakers, and/or multilingual
- have a district-/school-identified literacy-related disability (e.g., dyslexia¹⁴)
- may benefit from support with making progress toward meeting the ELA/literacy standard(s)¹⁵
- have gaps in knowledge and/or misconceptions related to the expected foundational reading skills for their grade level

Preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates are appropriately placed in learning environments where they can successfully complete the Literacy Cycle, including:

- opportunities for candidates to practice teaching foundational reading skills
- opportunities for candidates to practice teaching the additional themes from the ELA/ELD Framework
- information provided for cooperating teachers about the expectations for candidates in the Literacy Cycle
- allowance for the required video recordings of students and candidates in the classroom and/or learning environment

¹⁴ The California Dyslexia Guidelines define dyslexia as “a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Dyslexia may also be understood as one type of a ‘specific learning disability,’ which is defined in California’s regulations pertaining to students who qualify for special education services.” See Chapter 10 of the CA Dyslexia Guidelines for more information. A student is [at risk for dyslexia](#) when they exhibit “deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge.” A student may have a literacy-related disability if their district/school identified disability impacts their ability to access literacy-related content. For example, a student with autism may have challenges with inferential thinking or the use of pragmatic language. See Chapter 6 “Distinguishing Dyslexia from Other Reading Disabilities” of the CA Dyslexia Guidelines for more information.

¹⁵ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

The Preliminary PK–3 ECE Specialist and Multiple Subject Program Standards, Standard 3B, (Published June 2023) states the following:

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

Step 1: Plan

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

While the Literacy Performance Assessment Guide states that the learning segment needs to be three to five lessons, the candidate may need guidance when the class schedule varies from the norm. What guides a candidate is who their students are (assets and learning needs) and what literacy content they are teaching. Knowing how to plan a quality lesson with embedded assessments takes practice. Candidates will benefit from having the opportunity to discuss the thinking behind why expert teachers make the choices they do as they plan multiple lessons and assessments for students.

Candidates who choose to teach a series of lessons with interdisciplinary content for the Literacy Cycle must remember to emphasize literacy. ELA/Literacy and ELD strands/standards¹⁶, learning goals, the ELA/ELD Framework and student activities and assessments need to demonstrate students' engagement with literacy.

¹⁶ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available literacy assessments and other contextual information about your students. <ul style="list-style-type: none"> Select one focus student (FS). Describe three to five literacy lessons, including corresponding assessments, that include the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework. Each lesson must include <ul style="list-style-type: none"> one ELA/Literacy learning goal and one ELD learning goal. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 4 pages) Part B: Learning Segment Template (up to 5 pages per lesson) Part C: Written Narrative: Description of Assessments (up to 5 pages) Part D: Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 1 Essential Questions

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

- Rubric 2.1:** How does the candidate's planning leverage students' assets, include assessments, align lessons to create a progression of learning, **and** address developmentally appropriate ELA/Literacy **and** ELD goals?
- Rubric 2.2:** How does the candidate apply findings from recent literacy assessments to plan for:
 - the selected foundational reading skill(s) using a direct, systematic, **and** explicit approach to support students' literacy **and** language development?
 - the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support students' literacy **and** language development?

Important Concepts for Faculty to Share with Candidates

Candidates must use the Learning Segment Template provided to describe their three to five lessons. Lesson plans are not required for submission.

- Strands/Standards¹⁷ referenced must be the [California Preschool/Transitional Kindergarten Learning Foundations](#), [California ELA/Literacy Standards](#), [ELD Standards](#), and [ELA/ELD Framework](#).
- Candidates in a bilingual classroom where the language of instruction is Spanish and who plan on providing instruction in Spanish for the Literacy Cycle may provide the

¹⁷ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

grade-level [California CCSS en Español \(ELA/Literacy Standard\[s\]\)](#) and [California Spanish Language Development \(SLD\) Standards](#) that amplify the selected [California CCSS en Español \(ELA/Literacy Standard\[s\]\)](#).

- It is expected that this learning segment will include activities and strategies that leverage the assets (cultural and/or linguistic) and/or interests and meet the needs of all students in the learning group; therefore, it is important to provide detailed information in all the applicable Learning Segment Template categories for each lesson.
- The re-teaching or extension activity indicated in Step 4 is not part of the Learning Segment Template and should not be included. The Learning Segment Template plan is developed prior to the lessons being taught and the assessments given. Step 4 comes at the end of the cycle as a re-teaching or extension activity based on what happened in the first three to five lessons.

For additional information on Step 1: Plan, see the assessment guide.

Step 2: Teach and Assess

Conduct the Learning Segment, Including Formative Assessment(s) and Summative Assessment.

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

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Teach and video record all lessons and assessments. • Select 1 to 4 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions

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

- **Rubric 2.3:** How does the candidate provide instruction in the selected foundational reading skill(s) using a direct **and** explicit approach to actively engage students **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
- **Rubric 2.4:** How does the candidate provide instruction in the selected additional theme(s) from the ELA/ELD Framework **and** use integrated ELD to actively engage students **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
- **Rubric 2.5:** How does the candidate use assessment(s) to monitor student learning **and** adjust instruction to support students in progressing toward meeting the ELA/Literacy **and** ELD goals?

- **Rubric 2.6:** How does the candidate use assessment results to provide specific, actionable feedback to students related to literacy about what they did well **and/or** their misconceptions/gaps in knowledge to support students' literacy **and** language development?

Important Concepts for Faculty to Share with Candidates

- Candidates should practice video recording their lessons in their entirety early and often in their clinical practice. This will assist their students in getting used to the camera and increase candidate comfort with being recorded.
- Candidates should practice writing and/or speaking about their teaching practices (Commentary) and what students gain from their instruction. They should be able to explain what they are doing and why they are doing it.

For additional information on Step 2: Teach and Assess, see the assessment guide.

Step 3: Reflect

The candidate must be able to analyze the summative assessment data, explain their conclusions, and then discuss changes they would make for the learning group and focus student. Candidates need experience with referring to evidence from previous steps in their submission to explain or illustrate their conclusions.

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • After engaging students in the summative assessment, determine student progress toward meeting the ELA/Literacy and ELD learning goals. • Analyze student results and provide students with specific, actionable feedback on the assessment. • Reflect on the students' progress and the effectiveness of your literacy instruction. • Submit the FS's summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback. 	<ul style="list-style-type: none"> • Part G: Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria • Part H: Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) • Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)

Step 3 Essential Question

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

- **Rubric 2.7:** How does the candidate identify students' understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective **and** what instructional changes they would make if they taught the learning segment again?

Important Concepts for Faculty to Share with Candidates

The focus student response needs to reflect the qualities of the assessment completed as described by the rubric or performance criteria for the students. If performance is the method for the students to demonstrate the ELA/Literacy and ELD goals, then candidates should upload and submit one video clip of the focus student's performance.

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

For additional information on Step 3: Reflect, see the assessment guide.

Step 4: Apply

The candidate may choose to plan and teach the follow-up activity for the FS or to plan and teach the follow-up activity for the FS and additional student(s) who require similar support to progress toward meeting the ELA/Literacy and ELD goals. This is an important choice to be made in the Literacy Cycle. Re-teaching must be offered using targeted intervention or an individualized strategy. Guidance on how to use a range of instructional methods and student activities to reach the student(s) and provide equal access to the grade-level literacy instruction, following sound Universal Design for Learning principles, is key. An extension lesson, because the student(s) have met the learning goals, should also be offered in a way that deepens or advances the student's(s') learning.

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> • Plan a re-teaching or an extension activity to support the FS's literacy development. • Video record the follow-up activity. • Provide commentary (what you are doing and why) for the video clip. 	<ul style="list-style-type: none"> • Part J: Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) • Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity • Part L: Commentary (written, up to 2 pages; OR up to 5 minutes of verbal or ASL commentary)

Step 4 Essential Question

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

- **Rubric 2.8:** How does the candidate apply the analysis of the FS's assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

An extension activity moves the Focus Student, and, if applicable, the additional student(s)—either toward the next natural step in the curriculum plan or toward an activity related to the learning segment that deepens or advances student’s(s’) grade-level literacy development. Candidates will need direction on appropriate extension activities and how to articulate the connection between the original learning segment and the extension lesson. Just because it is the next step in the curriculum plan is not an adequate response: Why is it an appropriate instructional next step?

- Candidates may have a tendency to “default” toward moving on to the next lesson, given the pressure to stay on track with a curriculum plan. However, they should be encouraged to justify their choice of re-teaching or extension based on the assessment data. Building in time during instruction for the student(s) to self-assess and revise their work is a very important concept, but sometimes it presents a time challenge. Just moving on is often not the appropriate next instructional step.
- If the activity is re-teaching a concept to the Focus Student—and, if applicable, the additional student(s)—then the candidate should demonstrate that targeted intervention or an individualized approach was used compared to the initial lesson from the learning segment. These differences in approach should be pointed out in the Step 4 commentary.
 - If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced the learning. Simply assuming that it does extend the learning because it is the next step in the curriculum guide is not adequate. Candidates need to be purposeful in their assessment-driven instructional decisions.

For additional information on Step 4: Reflect, see the assessment guide.

PK–3 ECE Specialist CalTPA

The CalTPA for PK–3 ECE consists of two cycles: the Math Cycle and the Literacy Cycle.

PK–3 ECE Math Cycle

General Overview

The California Teaching Performance Assessment (CalTPA) PK–3 Early Childhood Education (PK–3 ECE) Math Cycle has four steps—plan, teach and assess, reflect, and apply—which emphasize effective mathematics instruction based on either the age-level [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\)](#) or the grade-level [California Common Core State Standards Mathematics \(CA CCSSM\)](#) and math practice. The California PTKLF provide guidance for teachers who work with the youngest learners (ages 3–5½), while the CA CCSSM provide standards for children in kindergarten and above.

The CalTPA PK–3 ECE Math Cycle begins with providing detailed contextual information about the group of children they plan to teach. This includes a description of students’ cultural and/or linguistic assets and/or interests, and their identified learning needs. Drawing from classroom observations, math assessments (both formative and summative), and insights shared by their cooperating teacher and/or supervising faculty, candidates will develop a clear understanding of their class profile. This information supports the development of two age-/grade-level appropriate learning goals: one that targets a specific math content standard and math practice strand/standard, and another that addresses Academic Language Development (ALD) within the math context. These goals will guide the planning of a single math activity that incorporates play-based learning and Universal Design for Learning (UDL) principles.

Selecting Math Strand/Standard and Math Practice

The selection of math strand/standard (content) and math practice (MP) is dependent upon the candidate’s clinical setting:

- **For PK/TK:** Candidates select one age-level developmental strand from the [California Preschool/Transitional Kindergarten Learning Foundations](#) and one Mathematical Practice (MP) from the same framework.
- **For K–3:** Candidates select one grade-level Mathematical Content Standard from the [California Common Core State Standards Math](#) and one Mathematical Practice (MP) Standard from the same framework.

There are eight (8) math practice (MP) strands/standards that focus on *how* students think and engage with that content—promoting reasoning, problem solving, and critical thinking across all age/grade levels. Candidates must select at least one MP to accompany their math content strand/standard.

California Preschool/Transitional Kindergarten Learning Foundations (PK/TK settings)

The Preschool/Transitional Kindergarten Learning Foundations (PTKLF) are designed with the assumption that children’s learning in preschool through transitional kindergarten (TK) takes place in everyday environments: through interactions, relationships, activities, and play that are part of a beneficial preschool experience. The PTKLF were updated in 2024. Key changes to the Publications include¹⁸:

- A greater emphasis on diversity, equity, and inclusion; cultural and linguistic assets; and children with disabilities.
- The “Later Foundation” includes TK and progresses children toward the Kindergarten Common Core State Standards.
- A Language and Literacy Domain with two sub-domains: Foundational Language Development (FLD) and English Language Development (ELD).

California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) Documents

- [Introduction to the California Preschool/Transitional Kindergarten Learning Foundations](#)
- [Approaches to Learning](#)
- [PTKLF At-a-Glance](#)

The Math Cycle is to be completed with children in PK through grade 3.

¹⁸ <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Step 1: Plan

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your children. <ul style="list-style-type: none"> Select 3 focus children (FC1, FC2, FC3). Develop one play-based, UDL-focused math activity that leverages children's assets (cultural and/or linguistic) and/or interests that includes two goals: <ul style="list-style-type: none"> One math content and practice learning goal, and One math academic language development (ALD) learning goal Provide an explanation of the specific adaptations for the 3 focus children and a rationale. Provide key instructional resources and/or materials related to the math activity plan. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 7 pages) Part B: Math Activity Plan (use optional template or locally provided format) (up to 10 pages) Part C: Written Narrative: Math Activity Adaptation(s) for Focus Children (up to 7 pages) Part D: Math Activity Resources and/or Materials (up to 7 pages)

Step 1 Essential Questions

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

- Rubric 1.1:** How does the candidate apply findings from recent math information to plan one play-based, UDL-focused math activity that leverages children's assets **and** monitors their progress in a safe, positive environment?
- Rubric 1.2:** How does the candidate apply recent information to plan adaptation(s) to support the language development of FC1 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
- Rubric 1.3:** How does the candidate apply recent information to plan adaptation(s) to support the math learning of FC2 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
- Rubric 1.4:** How does the candidate apply recent information to adapt the environment to support FC3's well-being **and/or** behavior based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?

Important Concepts for Faculty to Share with Candidates

- Candidates use the knowledge gathered about their children to establish age (PK/TK) or grade-level (K–3) appropriate math-specific learning goals:
 - one goal that supports math content and practice, and
 - one goal that supports math ALD.

- Based on those learning goals, candidates plan one play-based, UDL-focused math activity that leverages children’s assets (cultural and/or linguistic) and/or interests.
- As part of planning, candidates will identify three focus children (FC) and describe how they will adapt instruction and materials to support each FC’s individual needs and why each strategy is appropriate.
- Candidates must explain how their planned adaptation(s) for FC1, FC2, and FC3 are clearly informed by **and** connected to recent information gathered about the children and how those adaptation(s) build on the FCs’ assets and/or interests.
- Candidates will include a description and/or images of the activity materials and resources they plan to use (e.g., manipulatives, math visuals, sentence frames, storybooks) to support all learners in accessing and engaging with the math content.

Step 2: Teach and Assess

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Teach and video record the entire math activity. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions

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

- **Rubric 1.5:** How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support their children in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
- **Rubric 1.6:** How does the candidate engage children in play-based learning **and** observe, monitor, **and** respond to children intentionally to support children in making progress toward the math content **and** practice **and** math ALD learning goals?

Important Concepts for Faculty to Share with Candidates

- Candidates must create and maintain a safe, positive learning environment during the math activity.
- Candidates must use UDL-focused strategies to support children’s progress toward the math content and practice, and math ALD learning goals.
- Candidates must actively engage children in play-based learning throughout the math activity.

- Candidates must observe and monitor children’s learning during the activity to gather evidence of understanding.
- Candidates must respond intentionally to children’s actions and ideas to advance their mathematical thinking.
- Commentary allows candidates more flexibility than annotations, which are limited by strict word counts. In the commentary, candidates describe what is happening in the video clip(s) and explain the reasoning behind their instructional decisions. Explanations should align with what is visible in the video.

Step 3: Reflect

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • Reflect on the effectiveness of the math activity. What did the children learn? What did you learn about planning and teaching a math activity? 	<ul style="list-style-type: none"> • Part G: Written Narrative: Reflection on What You Learned (up to 7 pages)

Step 3 Essential Question

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

- **Rubric 1.7:** How does the candidate reflect on the effectiveness of their play-based, UDL-focused math activity that leverages children’s assets in a safe, positive environment (referring to evidence from Steps 1 **and/or** 2)?

Important Concepts for Faculty to Share with Candidates

Many of the skills in this step (Reflect) can be practiced throughout fieldwork observations and other opportunities where the candidate reflects on their planning and instruction.

- Candidates must reflect on what was effective in their play-based, UDL-focused math activity.
- Candidates must analyze how their adaptations supported FC1, FC2, and FC3 in making progress toward the math content and practice, and math ALD learning goals.
- Candidates must reflect on how they created and sustained a safe, positive learning environment.
- Candidates need to reference appropriate evidence from Steps 1 and/or 2 to support their reflections and analysis.

Step 4: Apply

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> Based on what you learned by completing Steps 1, 2, and 3, describe what you will do in future activities to advance math learning and math ALD for these children, including FC1, FC2, and FC3. 	<ul style="list-style-type: none"> Part H: Narrative: Application of What You Learned (written, up to 4 pages; OR up to 6 minutes of verbal or ASL response)

Step 4 Essential Question

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

- Rubric 1.8:** How does the candidate apply what they have learned to determine future steps for math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

- Candidates must apply what they have learned in the Math Cycle to describe future steps for math instruction for the group and for FC1, FC2, and FC3.
- Candidates must clearly describe future instructional steps that support continued learning of the math content and practice, and math ALD goals.
- Candidates need to refer to appropriate evidence from Steps 1, 2, and/or 3 to justify their proposed next steps.

PK–3 Literacy Cycle

General Overview

The Literacy Cycle represents a complete teaching cycle (*plan, teach and assess, reflect, and apply*), which emphasizes effective literacy instruction based on either the age-level [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\)](#) for Language and Literacy or the grade-level [California Common Core State Standards \(CCSS\) for ELA/Literacy](#) and the [California English Language Development Standards \(CA ELD Standards\)](#). The California PTKLF provide guidance for teachers who work with the youngest learners (ages 3–5½), while the CCSS for ELA/Literacy provide standards for students in grades K–3.

Guiding their literacy instruction is the [ELA/ELD Framework](#), which is organized by the crosscutting themes of the strands: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. These themes highlight the interconnectedness of the strands of the [PTKLF for Language and Literacy](#) and the [CCSS for ELA/Literacy](#) (Reading, Writing, Speaking and Listening, and Language) and parts of the

[CA ELD Standards](#) (Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Skills).

The PK–3 ECE Literacy Cycle requires candidates to plan a literacy activity plan of three to five activities and corresponding assessments that they will teach to a group of children, including one focus child (FC), from their clinical practice placement.

The Literacy Cycle is to be completed with children in TK through grade 3.

PK–3 ECE Specialist Clinical Practice Placements

Standard 3A addresses the clinical practice requirements for PK–3 candidates:

Clinical practice experiences must include two different grade levels within the PK–3 grade range including at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting and a minimum of 200 hours in a Kindergarten through third grade (K–3) setting. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor’s classroom. Candidates in a Teacher Residency program pathway must have experiences in a different grade level than which they are doing their residency placement.

In order to meet the requirements set forth by SB 488 related to direct, systematic, and explicit instruction in foundational reading skills, **PK–3 candidates must complete their Literacy Cycle with students in TK–third grade.** Strands/Standards referenced must be the California Preschool/Transitional Kindergarten Learning Foundations, California ELA/Literacy Standards, ELD Standards, and ELA/ELD Framework. PK–3 candidates can complete their Math Cycle in a PK setting.

Step 1: Plan

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available literacy assessments and other contextual information about the children. <ul style="list-style-type: none"> Select one focus child (FC). Describe three to five literacy activities, including corresponding assessments, that include the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework. Each activity must include <ul style="list-style-type: none"> one ELA/Literacy learning goal and one ELD learning goal. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 4 pages) Part B: Activity Plan Template (up to 5 pages per activity) Part C: Written Narrative: Description of Assessments (up to 5 pages) Part D: Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 1 Essential Questions

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

- Rubric 2.1:** How does the candidate's planning leverage children's assets, include assessments, align activities to create a progression of learning, **and** address developmentally appropriate ELA/Literacy **and** ELD goals?
- Rubric 2.2:** How does the candidate apply findings from recent literacy assessments to plan for:
 - the selected foundational reading skill(s) using a direct, systematic, **and** explicit approach to support the children's literacy **and** language development?
 - the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the children's literacy **and** language development?

Important Concepts for Faculty to Share with Candidates

- Candidates must plan developmentally appropriate ELA/Literacy and ELD learning goals.
- Candidates must leverage children's cultural and/or linguistic assets and/or interests in their planning.
- Candidates need to include formative and summative assessments that are clearly aligned to the ELA/Literacy and ELD goals.
- Candidates must ensure that activities and assessments build on one another to create a progression of learning that supports progress toward the stated goals.
- Candidates must apply findings from recent literacy assessments to inform instruction and support children's literacy and language development.

- Candidates must plan direct, systematic, and explicit instruction for teaching the selected foundational reading skill(s) to support literacy and language growth.
- Candidates must design integrated ELD instruction that aligns with the selected additional theme(s) and supports children’s literacy and language development.

Step 2: Teach and Assess

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Teach and video record all activities and assessments. • Select 1 to 4 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions

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

- **Rubric 2.3:** How does the candidate provide instruction in the selected foundational reading skill(s) using a direct **and** explicit approach to actively engage children **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
- **Rubric 2.4:** How does the candidate provide instruction in the selected additional theme(s) from the ELA/ELD Framework **and** use integrated ELD to actively engage children **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
- **Rubric 2.5:** How does the candidate use assessment(s) to monitor the children’s learning **and** adjust instruction to support the children in progressing toward meeting the ELA/Literacy **and** ELD goals?
- **Rubric 2.6:** How does the candidate use assessment results to provide specific, actionable feedback to the children related to literacy about what they did well **and/or** their misconceptions/gaps in knowledge to support the children’s literacy **and** language development?

Important Concepts for Faculty to Share with Candidates

- Candidates must teach the selected foundational reading skill(s) using a direct and explicit approach that actively engages children in the activity.
- Candidates must explain how their use of direct and explicit instruction supports active engagement and helps children make progress toward the ELA/Literacy and ELD goals.
- Candidates must teach the selected additional theme(s) from the ELA/ELD Framework in ways that actively engage children in the learning.

- Candidates must explain how their instruction in the additional theme(s) promotes engagement and supports progress toward the ELA/Literacy and ELD goals.
- Candidates must provide intentional and appropriate integrated ELD to support children’s language development.
- Candidates must use assessments to monitor children’s progress toward the ELA/Literacy and ELD goals.
- Candidates must use assessment results to adjust instruction in ways that support children’s literacy and language development.
- Candidates must provide specific, actionable feedback based on assessment results that highlights what children did well and/or addresses misconceptions to support continued literacy and language growth.
- Commentary allows candidates more flexibility than annotations, which are limited by strict word counts. In the commentary, candidates describe what is happening in the video clip(s) and explain the reasoning behind their instructional decisions. Explanations should align with what is visible in the video.

Step 3: Reflect

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • After engaging children in the summative assessment, determine the children’s progress toward meeting the ELA/Literacy and ELD learning goals. • Analyze the children’s results and provide the children with specific, actionable feedback on the assessment. • Reflect on the children’s progress and the effectiveness of your literacy instruction. • Submit the FC’s summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback. 	<ul style="list-style-type: none"> • Part G: Focus Child’s Summative Assessment Response and Scored Rubric or Performance Criteria • Part H: Focus Child’s Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) • Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)

Step 3 Essential Question

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

- **Rubric 2.7:** How does the candidate identify the children’s understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective **and** what instructional changes they would make if they taught the activity plan again?

Important Concepts for Faculty to Share with Candidates

Many of the skills in this step (Reflect) can be practiced throughout fieldwork observations and other opportunities where the candidate reflects on their planning and instruction.

- Candidates must accurately identify children’s understandings, gaps in knowledge, and/or misconceptions related to literacy and language development.
- Candidates must provide the focus child with specific, actionable feedback aligned to the ELA/Literacy and ELD goals.
- Candidates must describe what was effective about their instructional approaches and activities.
- Candidates must explain what instructional changes they would make if they were to teach the activity again, based on reflection and evidence of student learning.

Step 4: Apply

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> • Plan a re-teaching or an extension activity to support the FC’s literacy development. • Video record the follow-up activity. • Provide commentary (what you are doing and why) for the video clip. 	<ul style="list-style-type: none"> • Part J: Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) • Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity • Part L: Commentary (written up to 2 pages; OR up to 5 minutes of verbal or ASL commentary)

Step 4 Essential Question

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

- **Rubric 2.8:** How does the candidate apply the analysis of the FC’s assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

- Candidates must use the focus child’s assessment results to plan and teach a new follow-up activity. This may include:
 - **Re-teaching** using a targeted intervention and/or individualized strategy to support progress toward the ELA/Literacy and ELD goals, or
 - **Extension** of learning through instruction that deepens or advances the focus child’s progress toward those goals.
- Candidates must reference evidence from Steps 1, 2, and/or 3 to clearly support their instructional decisions.

EdSp—MMSN and ESN CalTPA

The CalTPA for MMSN or ESN consists of two cycles: the Math Cycle and the Literacy Cycle.

General Overview

Regardless of the setting where candidates complete their clinical practice, they must work with students who have an IEP for the MMSN Math Cycle. Students identified for education specialist support with an IEP experience learning in a variety of instructional settings. These instructional settings may include co-teaching, inclusive settings, self-contained classrooms, state special schools, and small group delivery models.

MMSN & ESN Math Cycle

The Education Specialist California Teaching Performance Assessment (EdSp CalTPA) Mild to Moderate Support Needs (MMSN) Math Cycle has four steps—plan, teach and assess, reflect, and apply—which emphasize effective mathematics instruction based on either the age-level California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) or the grade-level California Common Core State Standards Mathematics (CA CCSSM) and math practices. The California PTKLF provide guidance for teachers who work with the youngest learners (ages 3–5½), while the CA CCSSM provide standards for students in kindergarten and above. The Core Content Connectors (CCCs) align with the CA CCSSM and are designed for students who access an alternate curriculum as a part of their IEP.

To complete the EdSp CalTPA MMSN Math Cycle, you are required to:

- provide math instruction and formative assessment with appropriate supports and instructional adaptations (accommodations and/or modifications) to students in grades TK and above and
- teach a minimum of 3 focus students with IEPs.

To complete the EdSp CalTPA ESN Math Cycle, you are required to:

- provide math instruction and formative assessment with appropriate supports and instructional adaptations (accommodations and/or modifications) to students in grades TK and above,
- plan a lesson for 3 focus students with IEPs, and
- teach the math lesson to the 3 focus students OR teach the math lesson to 1 of the focus students whom you select.

Step 1: Plan

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your students. <ul style="list-style-type: none"> Select 3 focus students (FS1, FS2, FS3). Develop one asset-based, UDL-focused math lesson that includes two goals: <ul style="list-style-type: none"> One math content and practice learning goal and One math academic language development (ALD) learning goal Provide an explanation of the specific adaptations for the 3 focus students and a rationale. Provide key instructional resources and/or materials related to the math lesson plan. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 9 pages) Part B: Math Lesson Plan (use optional template or locally provided format) (up to 10 pages) Part C: Written Narrative: Math Lesson Adaptation(s) for Focus Students (up to 7 pages) Part D: Math Lesson Resources and/or Materials (up to 7 pages)

Step 1 Essential Questions (MMSN/ESN)

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

- Rubric 1.1:** How does the candidate apply findings from recent math information to plan one asset-based, UDL-focused math lesson that monitors student progress in a safe, positive environment?
- Rubric 1.2:** How does the candidate apply recent information to plan adaptation(s) to support the academic language development (ALD) **and** IEP goal(s) of FS1 based on their assets (cultural **and/or** linguistic) **and/or** interests **and** learning need(s)?
- Rubric 1.3:** How does the candidate apply recent information to plan adaptation(s) to support the math learning **and** IEP goal(s) of FS2 based on their assets (cultural **and/or** linguistic) and/or interests, **and** learning need(s)?
- Rubric 1.4:** How does the candidate apply recent information to adapt the environment **and** address IEP goal(s) related to FS3's well-being **and/or** behavior based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?

Important Concepts for Faculty to Share with Candidates

- Candidates work with students who have an IEP for the MMSN/ESN Math Cycle. This applies in *any* instructional setting (e.g., co-teaching, inclusive settings, self-contained classrooms, state special schools, or small-group models).
- Candidates plan one grade-level math learning goal (content + practice) and an aligned math ALD goal.

- **Scope of Lesson Planning**
 - **MMSN:** Lesson planning uses *recent math information about the group of students* to develop one grade-level math learning goal. MMSN = group-based goal
 - **ESN:** Lesson planning uses *recent math information about the focus students* to develop one grade-level math learning goal. ESN = focus-student-based goal
- Candidates create a safe, positive learning environment that leverages students' assets (cultural and/or linguistic) and/or interests and engages them in age-appropriate higher-order thinking.
- Candidates describe how they will monitor student learning and collaborate with instructional support personnel during the lesson.
- Candidates design adaptations for FS1, FS2, and FS3 that are based on recent information, build on assets/interests, and directly address each student's IEP goals (FS1: ALD, FS2: math needs, FS3: behavior/well-being).

Step 2: Teach and Assess

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Teach and video record the entire math lesson. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions (MMSN)

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

- **Rubric 1.5:** How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support their students in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
- **Rubric 1.6:** How does the candidate engage students in active, age **and/or** developmentally appropriate higher-order thinking during the math lesson **and** monitor/respond intentionally to support students in making progress toward the math content **and** practice **and** math ALD learning goals?

Step 2 Essential Questions (ESN)

- **Rubric 1.5:** How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support their focus student(s) in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
- **Rubric 1.6:** How does the candidate engage the focus student(s) in active, age **and/or** developmentally appropriate higher-order thinking during the math lesson **and** monitor/respond intentionally to support the focus student(s) in making progress toward the math content **and** practice **and** math ALD learning goals?

Important Concepts for Faculty to Share with Candidates

Candidate Teaches and Records the Math Lesson

- MMSN Step 2: Whole group emphasis (UDL for all, engage all, respond to all).
- ESN Step 2: Focus student emphasis (UDL for FSs, engage FSs, respond to FSs).

In the video, candidates must:

- Demonstrate alignment between Step 1 planning and Step 2 instruction.
- Create and sustain a safe, positive learning environment throughout the math lesson.
- Use UDL-focused strategies to support progress toward the math content/practice goal and the math ALD goal.
- Actively engage students in age and/or developmentally appropriate higher-order thinking: MMSN = engage the whole group and ESN = engage focus students
- Respond intentionally to support students' math learning in real time: MMSN = respond to the group and ESN = respond to focus students

Step 3: Reflect

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • Reflect on the effectiveness of the math lesson. What did the students learn? What did you learn about planning and teaching a math lesson? 	<ul style="list-style-type: none"> • Part G: Written Narrative: Reflection on What You Learned (up to 7 pages)

Step 3 Essential Question (MMSN/ESN)

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

- **Rubric 1.7:** How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson in a safe, positive learning environment (referring to evidence from Steps 1 **and/or** 2)?

Important Concepts for Faculty to Share with Candidates

- Candidates reflect on the effectiveness of their asset-based, UDL-focused math lesson.
- Candidates analyze adaptations for FS1, FS2, and FS3, explaining how well each supported progress toward the math content/practice and ALD goals.
- Candidates reflect on the impact of creating and sustaining a safe, positive learning environment.
- Candidates reference specific evidence from Step 1 (planning) and/or Step 2 (instruction) to support their reflection and analysis.

Step 4: Apply

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> • Based on what you learned by completing Steps 1, 2 and 3, describe what you will do in future lessons to advance math learning and math ALD for these students, including FS1, FS2, and FS3. 	<ul style="list-style-type: none"> • Part H: Narrative: Application of What You Learned (written, up to 4 pages; OR up to 6 minutes of verbal or ASL response)

Step 4 Essential Question (MMSN/ESN)

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

- **Rubric 1.8:** How does the candidate apply what they have learned to determine future steps for math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

- Candidates apply learning from the Math Cycle to describe future instructional steps for the group and FS1, FS2, and FS3 (*MMSN*) / focus student(s) (*ESN*).
- Candidates clearly identify future steps that advance learning of the math content/practice and the math ALD goals.
- Candidates explain how they will collaborate with and/or facilitate instructional support personnel to support student access in future instruction.
- Candidates reference specific evidence from Steps 1, 2, and/or 3 to support their identified future steps.

MMSN & ESN Literacy Cycle

Overview

The Education Specialist California Teaching Performance Assessment (EdSp CalTPA) Mild to Moderate Support Needs (MMSN) Literacy Cycle represents a complete teaching cycle (plan, teach and assess, reflect, and apply), which emphasizes effective literacy instruction based on the students' Individualized Education Programs (IEPs) and either the age-level California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) for Language and Literacy or the grade-level California Common Core State Standards (CCSS) for ELA/Literacy and the California English Language Development Standards (CA ELD Standards). The CA PTKLF provide guidance for teachers who work with the youngest learners (ages 3–5½), while the CCSS for ELA/Literacy provide standards for students in grades K–12. The Core Content Connectors (CCCs) align with the CCSS for ELA/Literacy and are designed for children who access an alternate curriculum as a part of their IEP.

To complete the EdSp CalTPA MMSN/ESN Literacy Cycle, you are required to:

- provide instruction and assessment to students in grades TK and above and
- teach two or more students with an IEP

Placement

Candidate placement impacts potential success on the Literacy Cycle. Candidates should be placed in a school setting where they will work with a variety of students who have IEPs, including students who:

- are district/school-identified English learners, Fluent English Proficient (reclassified English learners), Heritage language speakers, multilingual, or may benefit from language development
- have a school/district identified literacy-related disability (e.g., dyslexia)¹⁹
- have an IEP goal in the area of foundational reading skills

¹⁹ The California Dyslexia Guidelines define dyslexia as “a specific learning [disability](#) that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Dyslexia may also be understood as one type of a ‘specific learning disability,’ which is defined in California’s regulations pertaining to students who qualify for special education services.” See Chapter 10 of the CA Dyslexia Guidelines for more information. A student is [at risk for dyslexia](#) when they exhibit “deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge.” A student may have a literacy-related disability if their district-/school-identified disability impacts their ability to access literacy-related content. For example, a student with autism may have challenges with inferential thinking or the use of pragmatic language. See Chapter 6 “Distinguishing Dyslexia from Other Reading Disabilities” of the CA Dyslexia Guidelines for more information. For students identified as English learners (or students in transitional kindergarten who speak a language other than English at home), it is critical to determine if the skill deficits or areas of concern are related to English language development or possible disability. See pages 113–117 of “[California Practitioners’ Guide for Educating English Learners with Disabilities](#)” for more information.

- may benefit from support with making progress toward meeting the ELA/Literacy standards²⁰

Inclusive instructional environments, such as classrooms that utilize a co-teaching model, are permitted as long as candidates have access to a caseload of students. Preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates are appropriately placed in schools and other educational settings where they can successfully complete the Literacy Cycle, including:

- opportunities for candidates to practice teaching foundational reading skills
- opportunities for candidates to practice teaching the additional themes from the ELA/ELD Framework
- information provided for cooperating teachers about the expectations for candidates in the Literacy Cycle
- allowance for the required video recordings of students, instructional support personnel, and candidates in the learning environment.

Step 1: Plan

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

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

Candidates who choose to teach a series of lessons with interdisciplinary content for the Literacy Cycle must remember to emphasize literacy. ELA/Literacy and ELD strands/standards, learning goals, the ELA/ELD Framework, and student activities and assessments need to demonstrate the student's(s') engagement with literacy.

²⁰ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF). **If the students are eligible for the California Alternate Assessments (CAA) for ELA/Literacy**, you may use the [Core Content Connectors \(CCCs\)](#) aligned with the grade level of the students in order to plan your lesson.

ESN Candidates

ESN candidates have the choice to plan and teach a literacy learning segment either for a group of students, including one focus student (FS), **or** for one focus student (FS).

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available literacy assessments, IEP information, and other contextual information about your students. <ul style="list-style-type: none"> Select one focus student (FS). Describe three to five literacy lessons, including corresponding assessments, that include the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework. Each lesson must include: <ul style="list-style-type: none"> one ELA/Literacy learning goal and one ELD learning goal. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 4 pages) Part B: Learning Segment Template (up to 6 pages per lesson) Part C: Written Narrative: Description of Assessments (up to 5 pages) Part D: Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 1 Essential Questions

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

- Rubric 2.1:** How does the candidate's planning leverage the student's(s') assets, include assessments, align lessons to create a progression of learning, address collaboration with **and/or** facilitation of instructional support personnel, **and** include developmentally appropriate ELA/Literacy **and** ELD goals?
- Rubric 2.2:** How does the candidate apply findings from recent literacy assessments to plan for:
 - the selected foundational reading skill(s) using a direct, systematic, **and** explicit approach to support the student's(s') literacy **and** language development?
 - the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the student's(s') literacy **and** language development?

Evidence includes a completed Learning Segment Template; two written narratives: Contextual Information and Assessment Descriptions; and description or blank copies of both the summative assessment and rubric or performance criteria.

Important Concepts for Faculty to Share with Candidates

Candidates must use the Learning Segment Template provided to describe their three to five lessons. Lesson plans are not required for submission.

- Strands/Standards²¹ referenced must be the [California Preschool/Transitional Kindergarten Learning Foundations](#), [California ELA/Literacy Standards](#), [ELD Standards](#), and [ELA/ELD Framework](#). **The Core Content Connectors (CCCs) may be used for student(s) who are eligible for the California Alternate Assessments (CAA) for ELA/Literacy or who access an alternate curriculum as a part of their IEP.**
- Candidates in a bilingual classroom where the language of instruction is Spanish and who plan on providing instruction in Spanish for the Literacy Cycle may provide the grade-level [California CCSS en Español \(ELA/Literacy Standard\[s\]\)](#) and [California Spanish Language Development \(SLD\) Standards](#) that amplify the selected [California CCSS en Español \(ELA/Literacy Standard\[s\]\)](#).

It is expected that this learning segment will include activities and strategies that leverage the assets (cultural and/or linguistic) and/or interests and meet the needs of all students in the learning group; therefore, it is important to provide detailed information in all the applicable Learning Segment Template categories for each lesson.

The re-teaching or extension activity indicated in Step 4 is not part of the Learning Segment Template and should not be included. The Learning Segment Template plan is developed prior to the lessons being taught and the assessments given. Step 4 comes at the end of the cycle as a re-teaching or extension activity based on what happened in the first three to five lessons.

Step 2: Teach and Assess

Conduct the Learning Segment, Including Formative Assessment(s)

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

ESN Candidates

ESN candidates should video record their learning segment with the group they planned for in Step 1: either a group of students, including one focus student (FS), **or** one focus student (FS).

²¹ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> Teach and video record all lessons and assessments. Select 1 to 4 video clip(s). Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> Part E: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) Part F: Commentary (written commentary, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions

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

- **Rubric 2.3:** How does the candidate provide instruction in the selected foundational reading skill(s)²² using a direct and explicit approach to actively engage students and support their progress toward meeting the ELA/Literacy and ELD goals?
- **Rubric 2.4:** How does the candidate provide instruction in the selected additional theme(s)²³ in the ELA/ELD Framework and use integrated ELD to actively engage the students and support their progress toward meeting the ELA/Literacy and ELD goals?
- **Rubric 2.5:** How does the candidate use assessment(s) to monitor student learning and adjust instruction to support students in progressing toward meeting the ELA/Literacy and ELD goals?
- **Rubric 2.6:** How does the candidate use assessment results to provide specific, actionable feedback to students related to literacy about what they did well and/or their misconceptions/gaps in knowledge to support students' literacy **and** language development?

Important Concepts for Faculty to Share with Candidates

Candidates should practice video recording their lessons in their entirety early and often in their clinical practice. This will assist their student(s) in getting used to the camera and increase candidate comfort with being recorded.

Candidates should practice writing and/or speaking about their teaching practices (Commentary) and what the student(s) gain from their instruction. They should be able to explain what they are doing and why they are doing it.

For additional information on Step 2: Teach and Assess, see the assessment guide.

²² Foundational reading skills: print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). For candidates in TK–3 settings, foundational reading skills also include creating literacy environments that are print rich and that foster interest in print; and games, books, poetry, oral storytelling, and songs that draw attention to print, the manipulation of sounds, and alphabet letters.

²³ Additional themes: meaning making, language development, effective expression, and/or content knowledge

Step 3: Reflect

The candidate must be able to analyze the summative assessment data, explain their conclusions, and then discuss changes they would make for the learning group and focus student. Candidates need experience with referring to evidence from previous steps in their submission to explain or illustrate their conclusions.

ESN Candidates

ESN candidates should analyze the summative assessment data and reflect on their literacy instruction for the group of students they taught and assessed in Step 2: either for a group of students, including one focus student (FS), **or** for one focus student (FS).

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> After engaging the students in the summative assessment, determine student progress toward meeting the ELA/Literacy and ELD learning goals. Analyze student results and provide students with specific, actionable feedback on the assessment. Reflect on the students' progress and the effectiveness of your literacy instruction. Submit the FS's summative assessment response, the scored rubric or performance criteria, and specific, actionable feedback. 	<ul style="list-style-type: none"> Part G: Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria Part H: Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)

Step 3 Essential Question

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

- Rubric 2.7:** How does the candidate identify students' understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective **and** what instructional changes they would make if they taught the learning segment again? How does the candidate provide feedback to the family/guardian(s) of the focus student to support caregivers in understanding the assessment results **and** how they can support the FS's learning beyond the classroom?

Important Concepts for Faculty to Share with Candidates

The focus student's response needs to reflect the qualities of the assessment completed as described by the rubric or performance criteria for the student(s). If performance is the method for the student(s) to demonstrate the ELA/Literacy and ELD goals, then candidates should upload and submit one video clip of the focus student's performance.

Candidates need to demonstrate what actionable feedback related to the ELA/Literacy and ELD goals was provided to the focus student. For example, a score, grade, or checkmark alone on the student work product is not adequate feedback. Candidates, in consultation with the focus student, can describe next steps for revision or additional learning. Student assessment feedback must be based on the ELA/Literacy and ELD goals and detailed enough so that the focus student understands what and how they can continue to learn. Celebrating student learning is key.

For additional information on Step 3: Reflect, see the assessment guide.

Step 4: Apply

The candidate may choose to plan and teach the follow-up activity for the FS or to plan and teach the follow-up activity for the FS and additional student(s) who require similar support to progress toward meeting the ELA/Literacy and ELD goals. This is an important choice to be made in the Literacy Cycle. Re-teaching must be offered using targeted intervention or an individualized strategy. Guidance on how to use a range of instructional methods and student activities to reach the student(s) and provide equal access to the grade-level literacy instruction, following sound Universal Design for Learning principles, is key. An extension lesson, because the student(s) have met the learning goals, should also be offered in a way that deepens or advances student's(s') learning.

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> Plan a re-teaching or an extension activity to support the FS's literacy and language development. Video record the follow-up activity. Provide commentary (what you are doing and why) for the video clip. 	<ul style="list-style-type: none"> Part J: Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity Part L: Commentary (written, up to 2 pages; OR up to 5 minutes of verbal or ASL commentary)

Step 4 Essential Question

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

- Rubric 2.8:** How does the candidate apply the analysis of the FS's assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

An extension activity moves the focus student, and if appropriate, additional student(s), either toward the next natural step in the curriculum plan or toward an activity related to the lesson segment that deepens or advances student's(s') grade-level literacy development. Candidates will need direction on what are appropriate extension activities and how to articulate the connection between the original learning segment and the extension lesson. Just because it is

the next step in the curriculum plan is not an adequate response. Candidates need to answer why it is the next appropriate instructional step.

Candidates may have a tendency to “default” toward moving on to the next lesson, given the pressure to stay on track with a curriculum plan. However, they should be encouraged to justify their choice of re-teaching or extension based on the assessment data as well as IEP accommodations. Building in time during instruction for the student(s) to self-assess and revise their work is a very important concept, but sometimes it presents a time challenge. Just moving on is often not the appropriate next instructional step.

- If the activity is re-teaching a concept to the student(s) who did not meet the previous lesson goals, then the candidate should demonstrate that targeted intervention or an individualized approach was used compared to the initial lesson from the learning segment. These differences in approach should be pointed out in the Step 4 commentary.
- If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced the learning. Simply assuming that it does extend the learning because it is the next step in the curriculum guide is not adequate. Candidates need to be purposeful in their assessment-driven instructional decisions.

For additional information on Step 4: Apply, see the assessment guide.

EdSp—ECSE CalTPA



The CalTPA for EdSp ECSE consists of two cycles: the Math Cycle and the Literacy Cycle.

Early Childhood Pedagogy

The California Preschool Learning/Transitional Kindergarten Foundations, California Preschool Curriculum Frameworks, and state-adopted Kindergarten Student Standards provided below outline what early childhood educators, families and/or guardians, and the public can expect as the range of skills and knowledge that children may attain within high-quality preschool, TK, and kindergarten programs.

California Curriculum Frameworks

[California Preschool Curriculum Framework, Volume 1](#) is a companion to the *California Preschool Learning Foundations, Volume 1*, and presents strategies and information to enrich learning and development opportunities for all of California’s preschool children. Volume 1 focuses on four learning domains: social-emotional development, language and literacy, English-language development, and mathematics.

[California Preschool Curriculum Framework, Volume 2](#) covers the domains of visual and performing arts, physical development, and health.

[California Preschool Curriculum Framework, Volume 3](#) covers the domains of history–social science and science.

California Preschool/Transitional Kindergarten Learning Foundations

The Preschool/Transitional Kindergarten Learning Foundations (PTKLF) are designed with the assumption that children’s learning in preschool through transitional kindergarten (TK) takes place in everyday environments: through interactions, relationships, activities, and play that are part of a beneficial preschool experience. The PTKLF were updated in 2024. Key changes to the Publications include²⁴:

- A greater emphasis on diversity, equity, and inclusion; cultural and linguistic assets; and children with disabilities.
- The “Later Foundation” includes TK and progresses children toward the Kindergarten Common Core State Standards.
- A Language and Literacy Domain with two sub-domains: Foundational Language Development (FLD) and English Language Development (ELD).

²⁴ <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) Documents

- [Introduction to the California Preschool/Transitional Kindergarten Learning Foundations](#)
- [Approaches to Learning](#)
- [Language and Literacy Development](#)
- [PTKLF At-a-Glance](#)
- [CA CCSS for ELA/Literacy](#)

The CA CCSS for ELA/Literacy provide standards for children in kindergarten: [State-Adopted Kindergarten Student Standards](#).

ECSE Math Cycle

Overview

The Education Specialist California Teaching Performance Assessment (EdSp CalTPA) Early Childhood Special Education (ECSE) Math Cycle has four steps—plan, teach and assess, reflect, and apply—which emphasize effective mathematics instruction based on either the age-level California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) or the grade-level California Common Core State Standards Mathematics (CA CCSSM) and math practices. The California PTKLF provide guidance for teachers who work with the youngest learners (ages 3–5½), while the CA CCSSM provide standards for students in kindergarten and above. The Core Content Connectors (CCCs) align with the CA CCSSM and are designed for students who access an alternate curriculum as a part of their IEP.

To complete the EdSp CalTPA ECSE Math Cycle, you are required to

- provide math instruction and informal assessment with appropriate supports and instructional adaptation(s) (accommodations and/or modifications) to child(ren) aged 3 and older, and
- facilitate one math activity for an individual child with an IEP.

Step 1: Plan

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about the child(ren). <ul style="list-style-type: none"> Select one focus child (FC). Develop one play-based, UDL-focused math activity that leverages the child's(ren's) assets and includes two goals: <ul style="list-style-type: none"> One math content and practice learning goal One math Academic Language Development (ALD) learning goal You may choose to plan the activity for the FC or to plan activity for the FC and additional children who require similar support to progress toward meeting the math content and practice and math ALD learning goals. Provide an explanation of the specific adaptations for the FC and a rationale. Provide key instructional resources and/or materials related to the math activity. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 9 pages) Part B: Math Activity Plan (use optional template or locally provided format) (up to 10 pages) Part C: Written Narrative: Math Activity Adaptation(s) for the Focus Child (up to 7 pages) Part D: Math Activity Resources and/or Materials (up to 7 pages)

Step 1 Essential Questions

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

- Rubric 1.1:** How does the candidate apply findings from recent math information to plan one play-based, UDL-focused math activity that leverages the child's(ren's) assets **and** monitors their progress?
- Rubric 1.2:** How does the candidate plan a math activity in a safe, positive environment that promotes positive behavior **and** participation to support the child's(ren's) progress toward meeting the math content **and** practice **and** math ALD learning goals?
- Rubric 1.3:** How does the candidate plan to collaborate with **and/or** facilitate instructional support personnel to support the
 - individualized instruction of the FC in the math activity?

OR

 - daily routines, activities, instruction, **and/or** intervention activities of other children while the candidate facilitates the math activity?
- Rubric 1.4:** How does the candidate apply recent information to plan adaptation(s) for the FC based on their assets (cultural **and/or** linguistic) **and/or** interests, learning needs, **and** IEP goal(s) related to the math activity?

Important Concepts for Faculty to Share with Candidates

- Candidates develop one age-appropriate math content/practice goal and aligned math ALD goal using recent math information about the focus child(ren).
- Candidates leverage the child(ren)'s assets and/or interests.
- Candidates plan a play-based math activity that (a) engages the child(ren) and monitors learning and (b) provides a safe, positive environment and supports positive behavior (PBS).
- Candidates describe collaboration with instructional support personnel to support the FC or other children during the activity.
- Candidates include adaptations for the FC that:
 - Are informed by recent information
 - Build on assets/interests
 - Support learning needs and address IEP goals

Step 2: Teach and Assess

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Facilitate and video record the entire math activity. • You may choose to facilitate the activity with the FC or to facilitate the activity with the FC and additional children who require similar support to progress toward meeting the math content and practice and math ALD learning goals. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions

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

- **Rubric 1.5:** How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support the child(ren) in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
- **Rubric 1.6:** How does the candidate engage the child(ren) in play-based learning **and** observe, monitor, **and** respond to children intentionally to support children in making progress toward the math content **and** practice **and** related ALD learning goals?

Important Concepts for Faculty to Share with Candidates

- Candidates teach and video record the math lesson.
- Candidates must:
 - Maintain a safe, positive learning environment
 - Use UDL strategies to support math content, practice, and ALD goals
 - Engage students in play-based learning aligned with the Step 1 activity
 - Observe and monitor the child(ren)'s learning during the activity
 - Respond intentionally to advance the child(ren)'s math thinking and/or language development

Step 3: Reflect

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • Reflect on the effectiveness of the math activity. What did the child(ren) learn? What did you learn about planning and facilitating a math activity? 	<ul style="list-style-type: none"> • Part G: Written Narrative: Reflection on What You Learned (up to 7 pages)

Step 3 Essential Question

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

- **Rubric 1.7:** How does the candidate reflect on the effectiveness of their play-based, UDL-focused math activity in a safe, positive environment (referring to evidence from Steps 1 **and/or** 2)?

Important Concepts for Faculty to Share with Candidates

- Many of the skills in this step (Reflect) can be practiced throughout fieldwork observations and other opportunities where the candidate reflects on their planning and instruction.
- Candidates reflect on what was effective in their asset-based, UDL-focused math lesson.
- Candidates analyze (not summarize) how adaptations supported the FC in meeting the math content and practice, and math ALD learning goals.
- Candidates reflect on the impact of creating and maintaining a safe, positive learning environment.
- Candidates must reference appropriate evidence from Steps 1 and/or 2 to support their reflections and analysis.

Step 4: Apply

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> Based on what you learned through completing Steps 1, 2, and 3, describe what you will do in future activities to advance math learning and math ALD for the child(ren). 	<ul style="list-style-type: none"> Part H: Narrative: Application of What You Learned (written, up to 4 pages; OR up to 6 minutes of verbal or ASL response)

Step 4 Essential Question

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

- Rubric 1.8:** How does the candidate apply what they have learned **and** determine future steps for math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

- Candidates describe future steps for math instruction for the child(ren)—specifically, thinking through if they need to reteach the child(ren) any part of the lesson.
- Candidates must clearly describe future steps for instruction that advance child(ren)’s learning of the math content and practice and math ALD.
- Candidates explain collaboration with instructional support personnel to support:
 - The FC’s individualized instruction, or
 - Other children’s routines, activities, or interventions while facilitating future instruction.
- Candidates reference appropriate evidence from Steps 1, 2, and/or 3 to support their future steps.
- Candidates explain how they will continue to leverage the students’ assets (cultural and/or linguistic) and/or interests related to their math learning.

ECSE Literacy Cycle

Overview

The Education Specialist California Teaching Performance Assessment (EdSp CalTPA) Early Childhood Special Education (ECSE) Literacy Cycle represents a complete teaching cycle (plan, teach and assess, reflect, and apply), which emphasizes effective literacy instruction based on the students' Individualized Education Programs (IEPs) and either the age-level California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) for Language and Literacy or the grade-level California Common Core State Standards (CCSS) for ELA/Literacy and the California English Language Development Standards (CA ELD Standards). The CA PTKLF provide guidance for teachers who work with the youngest learners (ages 3–5½), while the CCSS for ELA/Literacy provide standards for students in grades K–12. The Core Content Connectors (CCCs) align with the CCSS for ELA/Literacy and are designed for children who access an alternate curriculum as a part of their IEP.

To complete the EdSp CalTPA ECSE Literacy Cycle, you are required to

- provide instruction and assessment to child(ren) aged 3 and older, and
- teach one or more child(ren) with IEPs.

Placement

Candidate placement impacts potential success on the Literacy Cycle. Candidates should be placed in a school setting where they will work with a variety of children who have IEPs, including children who:

- are district-/school-identified English learners, Heritage language speakers, multilingual, or may benefit from language development
- are at risk for a language- and/or literacy-related disability (e.g., dyslexia²⁵)
- have a developmental delay

²⁵ The California Dyslexia Guidelines define dyslexia as “a specific learning [disability](#) that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Dyslexia may also be understood as one type of a ‘specific learning disability,’ which is defined in California’s regulations pertaining to students who qualify for special education services.” See Chapter 10 of the CA Dyslexia Guidelines for more information. A student is [at risk for dyslexia](#) when they exhibit “deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge.” A student may have a literacy-related disability if their district-/school-identified disability impacts their ability to access literacy-related content. For example, a student with autism may have challenges with inferential thinking or the use of pragmatic language. See Chapter 6 “Distinguishing Dyslexia from Other Reading Disabilities” of the CA Dyslexia Guidelines for more information. For students identified as English learners (or students in transitional kindergarten who speak a language other than English at home), it is critical to determine if the skill deficits or areas of concern are related to English language development or possible disability. See pages 113–117 of “[California Practitioners’ Guide for Educating English Learners with Disabilities](#)” for more information. In early childhood special education, screeners and assessment results that identify a child(ren) as at-risk for dyslexia should be interpreted with caution, as the global developmental delays that often qualify a child(ren) for services at this young age can impact their literacy and language development. It should be considered as one piece of their educational profile and discussed with the IEP team when reviewing their educational needs.

- have an IEP goal in emergent (pre-academic) literacy skills (e.g., letter identification, sorting, discriminating sounds)
- may benefit from support with making progress toward meeting the ELA/Literacy strands²⁶

In order to meet the requirements set forth by SB 488 related to direct, systematic, and explicit instruction in foundational reading skills, candidates should complete the Literacy Cycle with children ages 3 and older. Inclusive instructional environments, such as classrooms that utilize a co-teaching model, are permitted as long as candidates have access to a caseload of children. Preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates are appropriately placed in schools and other educational settings where they can successfully complete the Literacy Cycle, including

- opportunities for candidates to practice teaching foundational reading skills
- opportunities for candidates to practice teaching the additional themes from the ELA/ELD Framework
- information provided for cooperating teachers about the expectations for candidates in the Literacy Cycle
- allowance for the required video recordings of children, instructional support personnel, and candidates in the learning environment

Step 1: Plan

Candidates begin the Literacy Cycle by providing background information about the child's(ren's) assets (cultural and/or linguistic) and/or interests and learning needs and the lessons to establish the context for later steps of the instructional cycle. If the candidate is using the same child(ren) that they worked with during the Math Cycle, they will still need to provide the contextual information, as over time the child's(ren's) learning increases, new learning needs may be identified, and children may have been added to the class.

While the Literacy Cycle Performance Assessment Guide states that the activity plan needs to consist of three to five activities, the candidate may need guidance when the class schedule varies from the norm. For example, if the candidate is in a co-teaching/inclusion environment, they may need guidance on how to work with their co-teacher in order to take the instructional lead for this activity plan. What guides a candidate is who the child(ren) in their class/caseload is(are) (assets and learning needs) and what literacy content they are teaching. Knowing how to plan a quality lesson with embedded assessments takes practice. Candidates will benefit from having the opportunity to discuss the thinking behind why expert teachers make the choices they do as they plan multiple activities and assessments for the child(ren).

²⁶ Candidates placed in kindergarten classrooms should use grade-level standards from the [California Common Core State Standards \(CCSS\) for ELA/Literacy](#) and the [California English Language Development Standards \(CA ELD Standards\)](#). **If the child(ren) access an alternate curriculum as a part of their IEP**, you may use the [Core Content Connectors \(CCCs\)](#) aligned with the grade level of the child(ren) in order to plan your lesson.

Candidates who choose to teach a series of activities with interdisciplinary content for the Literacy Cycle must remember to emphasize literacy. ELA/Literacy Standards or California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development, and ELD standards, learning goals, the ELA/ELD Framework, and activities and assessments need to demonstrate the child's(ren's) engagement with literacy.

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available literacy assessments, IEP information, and other contextual information about the child(ren). <ul style="list-style-type: none"> Select one focus child (FC). Describe three to five literacy activities, including corresponding assessments, that include the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework. Each activity must include: <ul style="list-style-type: none"> one ELA/Literacy learning goal and one ELD learning goal 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 4 pages) Part B: Activity Plan Template (up to 6 pages per activity) Part C: Written Narrative: Description of Assessments (up to 5 pages) Part D: Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 1 Essential Questions

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

- Rubric 2.1:** How does the candidate's planning leverage the child's(ren's) assets, include assessments, align activities to create a progression of learning, include collaboration with **and/or** facilitation of instructional support personnel, **and** address developmentally appropriate ELA/Literacy **and** ELD goals?
- Rubric 2.2:** How does the candidate apply findings from recent assessments to plan for:
 - the selected emergent foundational reading skill(s) using a direct, systematic, **and** explicit approach to support the child's(ren's) literacy **and** language development?
 - the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the child's(ren's) literacy **and** language development?

Evidence includes a completed Activity Plan Template; two written narratives: Contextual Information and Assessment Descriptions; and description or blank copies of both the summative assessment and rubric or performance criteria.

Important Concepts for Faculty to Share with Candidates

Candidates must use the Activity Plan Template provided to describe their three to five lessons. Lesson plans are not required for submission.

- Strands/Standards²⁷ referenced must be the [California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development](#), [California Preschool/Transitional Kindergarten Learning Foundations](#), [California ELA/Literacy Standards](#), [ELD Standards](#), and [ELA/ELD Framework](#). **The Core Content Connectors (CCCs) may be used for children who are eligible for the California Alternate Assessments (CAA) for ELA/Literacy or who access an alternate curriculum as a part of their IEP.**

It is expected that this activity series will include activities and strategies that leverage the assets (cultural and/or linguistic) and/or interests and meet the needs of the child(ren); therefore, it is important to provide detailed information in all the applicable Activity Plan Template categories for each lesson.

The re-teaching or extension activity indicated in Step 4 is not part of the Activity Plan Template and should not be included. The Activity Plan Template plan is developed prior to the activities being taught and the assessments given. Step 4 comes at the end of the cycle as a re-teaching or extension activity based on what happened in the first three to five activities.

Step 2: Teach and Assess

Conduct the Activity Plan, Including Formative Assessment(s)

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

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Teach and video record all activities and assessments. • Select 1 to 4 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

²⁷ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

Step 2 Essential Questions

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

- **Rubric 2.3:** How does the candidate provide instruction in the selected emergent foundational reading skill(s) using a direct **and** explicit approach to actively engage the child(ren) **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
- **Rubric 2.4:** How does the candidate provide instruction in the selected additional theme(s) in the ELA/ELD Framework **and** use integrated ELD to actively engage the child(ren) **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
- **Rubric 2.5:** How does the candidate use assessment(s) to monitor the child's(ren's) learning **and** adjust instruction to support the child(ren) in progressing toward meeting the ELA/Literacy **and** ELD goals?
- **Rubric 2.6:** How does the candidate use assessment results to respond intentionally to the child(ren) related to literacy about what they did well **and/or** their misconceptions/gaps in knowledge to support the child's(ren's) literacy **and** language development?

Important Concepts for Faculty to Share with Candidates

- Candidates should practice video recording their activities in their entirety early and often in their clinical practice. This will assist the child(ren) in getting used to the camera and increase candidate comfort with being recorded.
- Candidates should practice writing and/or speaking about their teaching practices (Commentary) and what the child(ren) gain from their instruction. They should be able to explain what they are doing and why they are doing it.

For additional information on Step 2: Teach and Assess, see the assessment guide.

Step 3: Reflect

The candidate must be able to analyze the summative assessment data, explain their conclusions, and then discuss changes they would make for the learning group and focus child. If the candidate planned and taught their activity plan with just their focus child, they will discuss their next steps for learning for only their focus child. Candidates need experience with referring to evidence from previous steps in their submission to explain or illustrate their conclusions.

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> After engaging the child(ren) in the summative assessment, determine the child's(ren's) progress toward meeting the ELA/Literacy and ELD learning goals. Analyze the child's(ren's) results and provide the child's(ren's) families/guardians with specific, actionable feedback on the assessment. Submit the FC's summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback. Reflect on the child's(ren's) progress and the effectiveness of your literacy instruction. 	<ul style="list-style-type: none"> Part G: Focus Child's Summative Assessment Response and Scored Rubric or Performance Criteria Part H: Focus Child's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)

Step 3 Essential Question

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

- Rubric 2.7:** How does the candidate identify the child's(ren's) understandings, gaps in knowledge, **and/or** misconceptions **and** determine what was effective **and** what instructional changes they would make if they taught the activity plan again? How does the candidate provide specific feedback to the family/guardian(s) of the focus child to support caregivers in understanding the assessment results **and** how they can support the FC's learning beyond the classroom?

Important Concepts for Faculty to Share with Candidates

The focus child's response needs to reflect the qualities of the assessment completed as described by the rubric or performance criteria for the child(ren). If performance is the method for the child(ren) to demonstrate the ELA/Literacy and ELD goals, then candidates should upload and submit one video clip of the focus child's performance.

- Candidates need to demonstrate what feedback related to the ELA/Literacy and ELD goals was provided to the focus child's families/guardians. For example, a score, grade, or checkmark alone on the child work product is not adequate feedback. Candidates, in consultation with the child's families/guardians, can describe next steps for revision or additional learning. The focus child's assessment feedback must be based on the ELA/Literacy and ELD goals and detailed enough so that the focus child's families/guardians understand what and how they can continue to learn. Celebrating child learning is key.

For additional information on Step 3: Reflect, see the Assessment Guide.

Step 4: Apply

The candidate may choose to plan and teach the follow-up activity for the FC or to plan and teach the follow-up activity for the FC and additional child(ren) who require similar support to progress toward meeting the ELA/Literacy and ELD goals. This is an important choice to be made in the Literacy Cycle. Re-teaching must be offered using targeted intervention or an individualized strategy. Guidance on how to use a range of instructional methods and child activities to reach the child(ren) and provide equal access to the grade-level literacy instruction, following sound Universal Design for Learning principles, is key. An extension lesson, because the child(ren) have met the learning goals, should also be offered in a way that deepens or advances the child's(ren's) learning.

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> Plan a re-teaching or an extension activity to support the FC's literacy and language development. Video record the follow-up activity. Provide commentary (what you are doing and why) for the video clip. 	<ul style="list-style-type: none"> Part J: Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity Part L: Commentary (written, up to 2 pages; OR up to 5 minutes of verbal or ASL commentary)

Step 4 Essential Question

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

- Rubric 2.8:** How does the candidate apply the analysis of the FC's assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

An extension activity moves the Focus Child either toward the next natural step in the curriculum plan or toward an activity related to the activity plan that deepens or advances the child's(ren's) age/grade-level literacy development. Candidates will need direction on what are appropriate extension activities and how to articulate the connection between the original activity plan and the extension activity. Just because it is the next step in the curriculum plan is not an adequate response. Candidates need to answer why it is an appropriate next instructional step.

- Candidates may have a tendency to “default” toward moving on to the next activity, given the pressure to stay on track with a curriculum plan. However, they should be encouraged to justify their choice of re-teaching or extension based on the assessment data as well as IEP accommodations. Building in time during instruction for the child(ren) to self-assess and revise their work is a very important concept, but

sometimes it presents a time challenge. Just moving on is often not the appropriate next instructional step.

- If the activity is re-teaching a concept to the FC—and, if applicable, additional child(ren) who did not meet the previous lesson goals—then the candidate should demonstrate that targeted intervention or an individualized approach was used compared to the initial lesson from the activity plan. These differences in approach should be pointed out in the Step 4 commentary.
 - If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced the learning. Simply assuming that it does extend the learning because it is the next step in the curriculum guide is not adequate. Candidates need to be purposeful in their assessment-driven instructional decisions.

For additional information on Step 4: Apply, see the assessment guide.

EdSp—DHH CalTPA



The CalTPA for EdSp DHH consists of two cycles: the Math Cycle and the Literacy Cycle.

Instruction in ASL

If candidates are providing instruction using American Sign Language (ASL), they should ensure that their camera is filming in landscape (widescreen) mode and placed at an angle that allows the viewer to clearly see their signing. Candidates should not film in portrait mode. Assessors need to be able to see candidates' signing space.

Candidates should avoid backlight (light sources behind them) in their filming space. Bright or natural light is best. The camera, often set on autoexposure, will then compensate for the bright light by making the person on camera very dark and difficult to see. It is recommended that, if candidates have a camera, they use a tripod, adjusting the zoom and focus accordingly. If they do not have an external camera and are using a laptop camera, they should make sure it is set up on a desk or a table—somewhere stable that, again, is level with their eyesight.

Translations or transcriptions are NOT required for candidates using ASL in a [classroom](#) setting with students who are Deaf or Hard of Hearing.

Deaf Education in California

The California Department of Education (CDE) provides information related to [Deaf Education](#).

SB 210

[SB 210](#) was passed in 2015 and required the CDE to select language and literacy assessments for use with Deaf and Hard of Hearing children from birth to five years of age. In the fall of 2023, [a video update](#) clarified that the [Desired Results Developmental Profile](#) (DRDP) is used to assess developmental progress. Beginning in January 2024, the CDE implemented the [SB 210 Language Milestones Checklist](#) as the new tool to track linguistic development. Reports on their progress must be made annually to track the linguistic development (in ASL and/or spoken English) of young Deaf or Hard of Hearing children.

AB 1836

[AB 1836](#), also referred to as “The Deaf Children’s Bill of Rights,” was signed into law in September 1994. The key component of this legislation was the acknowledgment of the need for Deaf or Hard of Hearing children to be educated in an environment that respects and uses their preferred language. This legislation does not promote one language over another, and it is the language used by the child that needs to be honored in their educational setting.

Guidelines for Quality Standards

In 2000, [Programs for Deaf and Hard of Hearing Students: Guidelines for Quality Standards](#) was published. Designed for educators and families, the guidelines contain a variety of information, including assessment, organization of learning, and curriculum and instruction.

DHH Math Cycle

The Education Specialist California Teaching Performance Assessment (EdSp CalTPA) Deaf and Hard of Hearing (DHH) Math Cycle has four steps—plan, teach and assess, reflect, and apply—which emphasize effective math instruction based on either the age-level California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) or the grade-level California Common Core State Standards Mathematics (CA CCSSM) and, if the student(s) use American Sign Language (ASL), the K–12 ASL Content Standards. The California PTKLF provide guidance for teachers who work with the youngest learners (ages 3–5½), while the CA CCSSM provide standards for students in kindergarten and above. The K–12 ASL Content Standards provide access to the unique vocabulary and discourse of mathematics (e.g., students should be provided access to the vocabulary of math). The Core Content Connectors (CCCs) align with the CA CCSSM and are designed for students who are eligible for the California Alternate Assessments (CAA) for Math or who access an alternate curriculum as a part of their Individualized Education Program (IEP).

To complete the EdSp CalTPA DHH Math Cycle, you are required to

- provide math instruction and informal assessment with appropriate supports and instructional adaptations (accommodations and/or modifications) to students aged 3 and older, and
- teach one math lesson to an individual student with an Individualized Education Program (IEP). You may choose to plan and teach the lesson to the focus student (FS) or plan and teach the lesson to the FS and additional students who require similar support.

Candidates may choose to plan and teach a lesson to the FS or plan and teach the lesson to the FS and additional students who require similar support to progress toward meeting the math content and practice and math ALD learning goals. This assessment is to be completed with students ages 3 and up.

Step 1: Plan

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance from your cooperating teacher and/or supervising faculty, review contextual information about your students. <ul style="list-style-type: none"> Select one focus student (FS). Develop one asset-based, UDL-focused math lesson that includes discourse strategies (American Sign Language [ASL] and/or spoken English) and two goals: <ul style="list-style-type: none"> One math content and practice learning goal and One math academic language development (ALD) learning goal You may choose to plan the lesson for the FS or plan the lesson for the FS and additional students who require similar support to progress toward meeting the math content and practice and math ALD learning goals. Provide an explanation of the specific adaptations for the FS and a rationale. Provide key math lesson resources and/or materials. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 9 pages) Part B: Math Lesson Plan (use optional template or locally provided format) (up to 10 pages) Part C: Written Narrative: Math Lesson Adaptation(s) for Focus Student (up to 7 pages) Part D: Math Lesson Resources and/or Materials (up to 7 pages)

Step 1 Essential Questions

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

- Rubric 1.1:** How does the candidate apply findings from recent math information to plan one asset-based, UDL-focused math lesson that monitors student progress **and** includes discourse strategies (ASL **and/or** spoken English)?
- Rubric 1.2:** How does the candidate plan a math lesson in a safe, positive environment to support the student's(s') progress toward meeting the math content **and** practice **and** math ALD learning goals?
- Rubric 1.3:** How does the candidate plan to collaborate with **and/or** facilitate instructional support personnel to support the
 - individualized instruction of the FS in the math lesson?

OR

 - daily routines, activities, instruction, **and/or** intervention activities of other students while the candidate teaches the math lesson?
- Rubric 1.4:** How does the candidate apply recent information to plan adaptation(s) for the FS based on their assets (cultural **and/or** linguistic) **and/or** interests, learning needs, **and** IEP goal(s) related to the math lesson?

Important Concepts for Faculty to Share with Candidates

- Candidates may choose to plan and teach the lesson to the focus student (FS) OR the FS and additional students who require similar support to progress toward meeting the learning goals.
- Candidates develop grade-level appropriate math content + practice learning goal, with aligned math ALD goal. If FS is an ASL user, include ASL Content Standard in goals.
- Candidates leverage FS/group assets (cultural, linguistic, interests) in lesson planning.
- Candidates engage students in discourse strategies (ASL and/or spoken English).
- Candidates describe collaboration with instructional support personnel for FS and/or group needs.
- Candidates design adaptations based on recent FS information that build on assets and address IEP goals.
- Candidates plan how to monitor student learning during the math lesson.

Step 2: Teach and Assess

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Teach and video record the entire math lesson. • You may choose to teach the lesson to the FS or teach the lesson to the FS and additional students who require similar support to progress toward meeting the math content and practice and math ALD learning goals. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of ASL or verbal commentary)

Step 2 Essential Questions

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

- **Rubric 1.5:** How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that include discourse strategies (ASL **and/or** spoken English) **and** support the student(s) in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
- **Rubric 1.6:** How does the candidate monitor **and** respond to the student(s) to support their learning during the math lesson?

Important Concepts for Faculty to Share with Candidates:

- Candidates create and sustain a safe, positive learning environment during the math lesson.
- Candidates use UDL-focused strategies to support progress toward math content, practice, and ALD goals.
- Candidates apply discourse strategies (ASL and/or spoken English) to support student learning.
- Candidates monitor student learning and respond intentionally to support progress in real time.
- Candidates ensure instruction accurately reflects Step 1 planning and the presented content is correct.

Step 3: Reflect

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • Reflect on the effectiveness of your math lesson plan and instruction. What did the student(s) learn? What did you learn about planning and teaching a math lesson? 	<ul style="list-style-type: none"> • Part G: Written Narrative: Reflection on What You Learned (up to 7 pages)

Step 3 Essential Question

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

- **Rubric 1.7:** How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson that includes discourse strategies (ASL **and/or** spoken English) in a safe, positive learning environment (referring to evidence from Steps 1 **and/or** 2)?

Important Concepts for Faculty to Share with Candidates

- Candidates reflect on what was effective in the asset-based, UDL-focused math lesson, including discourse strategies (ASL and/or spoken English).
- Candidates analyze how adaptations supported the FS in making progress toward math content, practice, and ALD goals.
- Candidates reflect on the impact of creating and sustaining a safe, positive learning environment.
- Candidates reference evidence from Steps 1 and/or 2 to support reflections and analysis.

Step 4: Apply

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> Based on what you learned by completing Steps 1, 2, and 3, describe what you will do in future lessons to advance math learning and math ALD for the student(s). 	<ul style="list-style-type: none"> Part H: Narrative: Application of What You Learned (written, up to 4 pages; OR up to 6 minutes of ASL or verbal response)

Step 4 Essential Question

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

- Rubric 1.8:** How does the candidate apply what they have learned to determine future steps for math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

- Candidates apply learning from the Math Cycle to describe **future instructional steps** for the student(s).
- Candidates clearly describe future steps that advance learning of math content, practice, and ALD.
- Candidates explain how they will collaborate with instructional support personnel to support either individualized instruction of the FS or assessment and/or instruction of other students in future lessons.

DHH Literacy Cycle

Overview

The Education Specialist California Teaching Performance Assessment (EdSp CalTPA) Deaf and Hard of Hearing (DHH) Literacy Cycle represents a complete teaching cycle (plan, teach and assess, reflect, and apply), which emphasizes effective literacy instruction based on the students' Individualized Education Programs (IEPs) and either the age-level California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) for Language and Literacy or the grade-level California Common Core State Standards (CCSS) for ELA/Literacy, the California English Language Development Standards (CA ELD Standards), and, if the student(s) use American Sign Language (ASL), the K–12 ASL Content Standards. The California PTKLF provide guidance for teachers who work with the youngest learners (ages 3–5½), while the CCSS for ELA/Literacy provide standards for children in K–ATP. The Core Content Connectors (CCCs) align with the CCSS for ELA/Literacy and are designed for children who access an alternate curriculum as a part of their Individualized Education Program (IEP).

To complete the EdSp CalTPA DHH Literacy Cycle, you are required to:

- provide instruction and assessment to student(s) aged 3 and older, and
- teach one or more students with Individualized Education Programs (IEPs).

Placement

Candidate placement impacts potential success on the Literacy Cycle. Candidates should be placed in a school setting where they will work with a variety of students who have IEPs, including students who:

- are ASL learners, have experienced language deprivation,²⁸ or require additional support with the ASL Content Standards
- are district-/school-identified English learners, Fluent English Proficient (reclassified English learners), Heritage language speakers, multilingual, and/or may benefit from language development
- have a district-/school-identified literacy-related disability (e.g., dyslexia²⁹)
- have an IEP goal in the area of foundational reading skills
- may benefit from support with making progress toward meeting the ELA/Literacy standards³⁰

In order to meet the requirements set forth by SB 488 related to direct, systematic, and explicit instruction in foundational reading skills, candidates should complete the Literacy Cycle with students ages 3 and up. Inclusive instructional environments, such as classrooms that utilize a co-teaching model, are permitted as long as candidates have access to a caseload of students. Preparation programs should review and ensure their district Memorandum of Understanding

²⁸ Language deprivation “is the harm that results when a child does not receive sufficient language input to acquire or learn any language or readily develop cognitive capabilities.” Early access to language is critical for all children, particularly for children who are Deaf or Hard of Hearing (DHH). Some students who are DHH may be able to access some residual hearing or use devices to assist them with auditory access. Students with access to some residual hearing, who use devices to assist them with auditory access, and who are Deaf can access language visually. Students who use a visual language, such as ASL, need access from an early age in order to avoid the academic and cognitive delays that can result from language deprivation. For more information, see [NAD - Position Statement On Early Cognitive and Language Development and Education of Deaf and Hard of Hearing Children](#).

²⁹ The California Dyslexia Guidelines define dyslexia as “a specific learning [disability](#) that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Dyslexia may also be understood as one type of a ‘specific learning disability,’ which is defined in California’s regulations pertaining to students who qualify for special education services.” See Chapter 10 of the CA Dyslexia Guidelines for more information. A student is [at risk for dyslexia](#) when they exhibit “deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge.” A student may have a literacy-related disability if their district-/school-identified disability impacts their ability to access literacy-related content. For example, a student with autism may have challenges with inferential thinking or the use of pragmatic language. See Chapter 6 “Distinguishing Dyslexia from Other Reading Disabilities” of the CA Dyslexia Guidelines for more information. For students identified as English learners (or students in transitional kindergarten who speak a language other than English at home), it is critical to determine if the skill deficits or areas of concern are related to English language development or possible disability. See pages 113–117 of “[California Practitioners’ Guide for English Educating Learners with Disabilities](#)” for more information.

³⁰ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF). **If the students are eligible for the California Alternate Assessments (CAA) for ELA/Literacy**, you may use the [Core Content Connectors \(CCCs\)](#) aligned with the grade level of the students in order to plan your lesson.

(MOU) requires that their candidates are appropriately placed in schools and other educational settings where they can successfully complete the Literacy Cycle, including:

- Opportunities for candidates to practice teaching foundational reading skills
- Opportunities for candidates to practice teaching the additional themes from the ELA/ELD Framework
- Information provided for cooperating teachers about the expectations for candidates in the Literacy Cycle
- Allowance for the required video recordings of students, instructional support personnel, and candidates in the learning environment.

Step 1: Plan

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

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

Candidates who choose to teach a series of lessons with interdisciplinary content for the Literacy Cycle must remember to emphasize literacy. ELA/Literacy Standards or California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development, ELD standards, learning goals, the ELA/ELD Framework, and student activities and assessments need to demonstrate the student's(s') engagement with literacy.

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available literacy assessments, IEP information, and other contextual information about your student(s). <ul style="list-style-type: none"> Select one focus student (FS). Describe three to five lessons, including corresponding assessments, that include the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework. Each lesson must include: <ul style="list-style-type: none"> one ELA/Literacy learning goal and one ELD learning goal 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 4 pages) Part B: Learning Segment Template (up to 6 pages per lesson) Part C: Written Narrative: Description of Assessments (up to 5 pages) Part D: Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 1 Essential Questions

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

- Rubric 2.1:** How does the candidate's learning segment leverage the student's(s') assets, include assessments, align lessons to create a progression of learning, include collaboration with **and/or** facilitation of instructional support personnel, **and** address developmentally appropriate ELA/Literacy **and** ELD goals?
- Rubric 2.2:** How does the candidate apply findings from recent literacy assessments to plan for:
 - the selected foundational reading skill(s) using a direct, systematic, **and** explicit approach to support the student's(s') literacy **and** language development?
 - the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the student's(s') literacy **and** language development?

Important Concepts for Faculty to Share with Candidates

Candidates must use the Learning Segment Template provided to describe their three to five lessons. Lesson plans are not required for submission.

- Strands/Standards³¹ referenced must be the California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development, California Preschool/Transitional Kindergarten Learning Foundations, California ELA/Literacy Standards, ELD Standards, and ELA/ELD Framework. **The Core Content Connectors (CCCs) may be used for students who are eligible for the California Alternate Assessments (CAA) for ELA/Literacy or who access an alternate curriculum as a part of their IEP.**

It is expected that this learning segment will include activities and strategies that leverage the assets (cultural and/or linguistic) and/or interests and meet the needs of the student(s); therefore, it is important that candidates provide detailed information in all the applicable Learning Segment Template categories for each lesson.

The re-teaching or extension activity indicated in Step 4 is not part of the Learning Segment Template and should not be included. The Learning Segment Template plan is developed prior to the lessons being taught and the assessments given. Step 4 comes at the end of the cycle as a re-teaching or extension activity based on what happened in the first three to five lessons.

Step 2: Teach and Assess

Conduct the Learning Segment, Including Formative Self-Assessments

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

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Teach and video record all lessons and assessments. • Select 1 to 4 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of ASL or verbal commentary)

³¹ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

Step 2 Essential Questions

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

- **Rubric 2.3:** How does the candidate provide instruction in the selected foundational reading skill(s) using a direct and explicit approach to actively engage the student(s) and support their progress toward meeting the ELA/Literacy and ELD goals?
- **Rubric 2.4:** How does the candidate provide instruction in the selected additional themes in the ELA/ELD Framework and use integrated ELD to actively engage the student(s) and support their progress toward meeting the ELA/Literacy and ELD goals?
- **Rubric 2.5:** How does the candidate use assessment(s) to monitor student learning and adjust instruction to support the student(s) in progressing toward meeting the ELA/Literacy and ELD goals?
- **Rubric 2.6:** How does the candidate use assessment results to provide specific, actionable feedback to the student(s) related to literacy about what they did well and/or their misconceptions/gaps in knowledge to support the student's(s') literacy and language development?

Important Concepts for Faculty to Share with Candidates

Candidates should practice video recording their lessons in their entirety early and often in their clinical practice. This will assist their student(s) in getting used to the camera and increase candidate comfort with being recorded.

Candidates should practice writing, signing, and/or speaking about their teaching practices (Commentary) and what the student(s) gain from their instruction. They should be able to explain what they are doing and why they are doing it.

For additional information on Step 2: Teach and Assess, see the assessment guide.

Step 3: Reflect

The candidate must be able to analyze the summative assessment data, explain their conclusions, and then discuss changes they would make for the learning group and focus student. If the candidate planned and taught their learning segment with just their focus student, they will discuss their next steps for learning for only their focus student. Candidates need experience with referring to evidence from previous steps in their submission to explain or illustrate their conclusions.

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> After engaging the student(s) in the summative assessment, determine student progress toward meeting the ELA/Literacy and ELD learning goals. Analyze student results and provide the student(s) with specific, actionable feedback on the assessment. Reflect on the student's(s') progress and the effectiveness of your literacy instruction. Submit the FS's summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback. 	<ul style="list-style-type: none"> Part G: Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria Part H: Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or audio file) Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)

Step 3 Essential Question

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

- Rubric 2.7:** How does the candidate identify the student's(s') understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective **and** what instructional changes they would make if they taught the learning segment again? How does the candidate provide feedback to the family/guardian(s) of the focus student to support caregivers in understanding the assessment results **and** how they can support the FS's learning beyond the classroom?

Important Concepts for Faculty to Share with Candidates

The focus student response needs to reflect the qualities of the assessment completed as described by the rubric or performance criteria for the student(s). If performance is the method for the student(s) to demonstrate the ELA/Literacy and ELD goals, then candidates should upload and submit one video clip of the focus student's performance.

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

For additional information on Step 3: Reflect, see the assessment guide.

Step 4: Apply

The candidate may choose to plan and teach the follow-up activity for the FS or to plan and teach the follow-up activity for the FS and additional student(s) who require similar support to progress toward meeting the ELA/Literacy and ELD goals. This is an important choice to be made in the Literacy Cycle. Re-teaching must be offered using targeted intervention or an individualized strategy. Guidance on how to use a range of instructional methods and student

activities to reach the FS—and, if applicable, additional student(s)—and provide equal access to the grade-level literacy instruction, following sound Universal Design for Learning principles, is key. An extension lesson, because the FS—and, if applicable, additional student(s)—has(have) met the learning goals, should also be offered in a way that deepens or advances the student’s(s’) learning.

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> Plan a re-teaching or an extension activity to support the FS’s literacy and language development. Video record the entire follow-up activity. Provide commentary (what you are doing and why) for the video clip. 	<ul style="list-style-type: none"> Part J: Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity Part L: Commentary (written, up to 2 pages; OR up to 5 minutes of ASL or verbal commentary)

Step 4 Essential Question

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

- **Rubric 2.8:** How does the candidate apply the analysis of the FS’s assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

An extension activity moves the Focus Student—and, if applicable, additional student(s)—either toward the next natural step in the curriculum plan or toward an activity related to the lesson segment that deepens or advances student’s(s’) age-/grade-level literacy development. Candidates will need direction on what are appropriate extension activities and how to articulate the connection between the original learning segment and the extension lesson. Just because it is the next step in the curriculum plan is not an adequate response. Candidates need to answer why it is an appropriate next instructional step.

Candidates may have a tendency to “default” toward moving on to the next lesson, given the pressure to stay on track with a curriculum plan. However, they should be encouraged to justify their choice of re-teaching or extension based on the assessment data as well as IEP accommodations. Building in time during instruction for the FS—and, if applicable, additional student(s)—to self-assess and revise their work is a very important concept, but sometimes it presents a time challenge. Just moving on is often not the appropriate next instructional step.

- If the activity is re-teaching a concept to the FS—and, if applicable, additional student(s) who did not meet the previous lesson goals—then the candidate should demonstrate that targeted intervention or an individualized approach was used compared to the initial lesson from the learning segment. These differences in approach should be pointed out in the Step 4 commentary.

- If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced the learning. Simply assuming that it does extend the learning because it is the next step in the curriculum guide is not adequate. Candidates need to be purposeful in their assessment-driven instructional decisions.

For additional information on Step 4: Apply, see the assessment guide.

EdSp—VI CalTPA



The CalTPA for EdSp VI consists of two cycles: the Math Cycle and the Literacy Cycle.

Guidelines for Programs Serving Students with Visual Impairments

In order for students with visual impairments to achieve success in school, they need to receive instruction in the CA Math Content Standards (Math Cycle), CA CCSS ELA/Literacy Standards (Literacy Cycle) and the Expanded Core Curriculum (ECC). The area(s) of the ECC relevant to math or literacy should be integrated into your lesson plan or learning segment template. Depending on the ECC area selected, you may work in conjunction with another service provider (e.g., general education or special education teacher) or specialist to assess and/or address the student's needs (e.g., working with a general or special education teacher on compensatory or functional academic skills, including communication modes). See Chapter 2 of the [Guidelines for Programs Serving Students With Visual Impairments](#) for more information on the ECC.

CA Braille Mathematics Standards

The CA Braille Mathematics Standards address that the teaching and learning of math in tactile mode is essential in supporting a student who uses braille as their learning media in understanding the concepts in math that rely on visual, spatial, and/or abstract concepts. These standards are written to be viewed alongside the Math content standards in order to understand the integration between the two sets of standards. CA Braille Mathematics Standards are essential to ensure that functionally blind students become literate in math. They provide additional technical information pertaining to braille learners, including the mechanics of reading and setting up braille math problems, use of braille math symbols, use of the abacus as a calculation tool, and use of tactile graphing devices.

CA Braille Reading Standards

The CA Braille Reading Standards address that the processes of teaching and learning of reading and writing through the sense of touch are uniquely different than for a print reader. These standards are written to be viewed alongside the ELA/Literacy standards in order to see the integration between the two. The CA Braille Reading Standards are essential to ensure that functionally blind students become literate. They provide additional technical information pertaining to braille learners, including the mechanics of reading in braille and concepts about braille.

VI Math Cycle

The Education Specialist California Teaching Performance Assessment (EdSp CalTPA) Visual Impairments (VI) Math Cycle has four steps—plan, teach and assess, reflect, and apply—which emphasize access to effective math instruction based on either age-level California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) or grade-level California Common Core State Standards Mathematics (CA CCSSM) and, if the student(s) use(s) braille, the CA Braille Mathematics Standards. The California PTKLF provide guidance for teachers who work with our youngest learners (ages 3–5½), while the CA CCSSM provide standards for students in kindergarten and above. The CA Braille Mathematics Standards align with math content and pertain to braille users. The Core Content Connectors (CCCs) align with the CA CCSSM and are designed for students who are eligible for the California Alternate Assessments (CAA) for Math or who access an alternate curriculum as a part of their IEP.

To complete the EdSp CalTPA VI Math Cycle, you are required to

- provide access to math instruction with appropriate supports and instructional adaptations (accommodations and/or modifications) to student(s) aged 3 and older, and
- provide instruction, access, and support for an individual student for one math lesson.

Step 1: Plan

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> • With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your caseload. <ul style="list-style-type: none"> • Select one focus student (FS). • Plan, co-plan, or adapt one asset-based, multimodal and/or multisensory, UDL-focused math lesson that integrates the area(s) of the ECC relevant to math to support two goals: <ul style="list-style-type: none"> • One math content and practice learning goal • One math academic language development (ALD) learning goal • Provide an explanation of the specific adaptations for the FS and a rationale. • Provide key instructional resources and/or materials related to the math lesson. 	<ul style="list-style-type: none"> • Part A: Written Narrative: Contextual Information (up to 9 pages) • Part B: Math Lesson Plan (use template or locally provided format) (up to 10 pages) • Part C: Written Narrative: Math Lesson Adaptation(s) for the Focus Student (up to 7 pages) • Part D: Math Lesson Resources and/or Materials (up to 7 pages)

Step 1 Essential Questions

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

- **Rubric 1.1:** How does the candidate apply findings from recent math information to plan, co-plan, **or** adapt one multimodal **and/or** multisensory, UDL-focused math lesson **and** monitor the FS's progress?
- **Rubric 1.2:** How does the candidate plan to support the FS's learning through providing instruction in the necessary prerequisite **and/or** compensatory skills **and** anticipating concepts that the FS may need additional instruction/support in after the math lesson?
- **Rubric 1.3:** How does the candidate's lesson planning integrate the area(s) of the ECC relevant to math to support the FS in making progress toward the math content **and** practice **and** math ALD learning goals?
- **Rubric 1.4:** How does the candidate apply recent information to plan adaptation(s) for the FS based on their assets (visual/sensory, learning media, cultural **and/or** linguistic) **and/or** interests, access **and** learning needs, **and** IEP goal(s) related to the math lesson?

Important Concepts for Faculty to Share with Candidates

- Candidates use recent math information to develop one grade-level math content/practice goal and aligned ALD goal (Braille Standards if FS is a braille user).
- Candidates engage the FS using multimodal/multisensory UDL strategies.
- Candidates plan adaptations informed by recent information that builds on FS's assets, interests, and learning media.
- Candidates describe how the FS's learning will be monitored and address prerequisite or compensatory skills.
- Candidates integrate relevant ECC areas to support progress toward math goals.
- Candidates address the FS's learning media needs and IEP goals related to math, academic language, well-being, and/or behavior.

Step 2: Teach and Assess

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Facilitate and video record the entire math lesson. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions

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

- **Rubric 1.5:** How does the candidate engage the FS in a math lesson that applies multimodal and/or multisensory, UDL-focused strategies to support the FS in making progress toward meeting the math content and practice and math ALD learning goals?
- **Rubric 1.6:** How does the candidate integrate the area(s) of the ECC relevant to math, provide instruction in the necessary prerequisite **and/or** compensatory skills, **and** address math concepts that require additional instruction to support the FS after initial instruction?

Important Concepts for Faculty to Share with Candidates

- Candidates engage the FS using multimodal/multisensory UDL strategies to support progress toward math content, practice, and ALD goals.
- Candidates integrate relevant ECC areas to support learning during the lesson.
- Candidates provide instruction in prerequisite and/or compensatory skills as needed.
- Candidates address math concepts needing additional instruction using nonvisual/alternate strategies.
- Candidates ensure their lessons reflect Step 1 planning and maintain accurate math content.

Step 3: Reflect

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • Reflect on the effectiveness of the math lesson plan. What did the FS learn? What did you learn about planning, co-planning, or adapting and teaching a math lesson? 	<ul style="list-style-type: none"> • Part G: Written Narrative: Reflection on What You Learned (up to 7 pages)

Step 3 Essential Question

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

- **Rubric 1.7:** How does the candidate reflect on the effectiveness of their asset-based, multimodal **and/or** multisensory, UDL-focused math lesson (referring to evidence from Steps 1 **and/or** 2)?

Important Concepts for Faculty to Share with Candidates

Many of the skills in this step (Reflect) can be practiced throughout fieldwork observations and other opportunities where the candidate reflects on their planning and instruction.

- Candidates reflect on what was effective in their asset-based, UDL-focused math lesson.
- Candidates must analyze (not summarize) the effectiveness of their adaptations for the FS in supporting progress toward the math content and practice, and math ALD learning goals.
- Candidates must reference appropriate evidence from Steps 1 and/or 2 to support their reflections and analysis.

Step 4: Apply

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> • Based on what you learned through completing Steps 1, 2, and 3, describe what you will do in future lessons to advance the FS's learning by integrating the area(s) of the ECC relevant to math to support their math learning and math ALD. 	<ul style="list-style-type: none"> • Part H: Narrative: Application of What You Learned (written up to 4 pages; OR up to 6 minutes of verbal or ASL response)

Step 4 Essential Question

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

- Rubric **1.8:** How does the candidate apply what they have learned to determine future steps for integrating the area(s) of the ECC relevant to math to support math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

- Candidates apply learning from the Math Cycle to describe future steps for integrating ECC areas in math instruction.
- Candidates describe future instruction that advances the FS's math content, practice, and ALD learning.
- Candidates reference evidence from Steps 1, 2, and/or 3 to support future steps.
- Candidates must explain how they will continue to leverage the students' assets (cultural and/or linguistic) and/or interests related to their math learning.

VI Literacy Cycle

Placement

Candidate placement impacts potential success on the Literacy Cycle. Candidates should be placed in a school setting where they will work with a variety of students who have IEPs, including students who:

- may benefit from support with accessing instruction in literacy due to the impact of their sensory impairment, with making progress in the area(s) of the ECC relevant to literacy, or with making progress toward meeting the ELA/literacy standards³²
- are braille or pre-braille users and require additional support with the Braille Reading Standards
- are identified with additional disabilities (e.g., dyslexia³³)
- have an IEP goal in foundational reading skills or another area of literacy
- may benefit from support with concept development, use augmentative and alternative communication (AAC), or use tactile or pro-tactile ASL
- are district-/school-identified English learners, Heritage language users, or multilingual.

In order to meet the requirements set forth by SB 488 related to direct, systematic, and explicit instruction in foundational reading skills, candidates should complete the Literacy Cycle with students ages 3 and up. Inclusive instructional environments, such as classrooms that utilize a co-teaching model, are permitted as long as candidates have access to a caseload of students. Preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates are appropriately placed in schools and other educational settings where they can successfully complete the Literacy Cycle, including:

- opportunities for candidates to practice teaching foundational reading skills
- opportunities for candidates to practice teaching the additional themes from the ELA/ELD Framework
- information provided for cooperating teachers about the expectations for candidates in the Literacy Cycle
- allowance for the required video recordings of students, instructional support personnel, and candidates in the learning environment

³² Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF). **If the students are eligible for the California Alternate Assessments (CAA) for ELA/Literacy**, you may use the [Core Content Connectors \(CCCs\)](#) aligned with the grade level of the students in order to plan your lesson.

³³ California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education) and link: <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

Step 1: Plan

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

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, relevant observations, recommendations, and/or results from comprehensive assessment; recent literacy assessments; and/or information for your focus student (FS) you plan to teach. <ul style="list-style-type: none"> Select one focus student (FS). Describe three to five literacy lessons, including corresponding literacy assessments, that include the area(s) of the Expanded Core Curriculum (ECC) relevant to literacy to support the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework. Each lesson must include: <ul style="list-style-type: none"> one ELA/Literacy learning goal and one ELD learning goal. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 4 pages) Part B: Learning Segment Template (up to 6 pages per lesson) Part C: Written Narrative: Description of Assessments (up to 5 pages) Part D: Description or Blank Copy of One Summative Literacy Assessment and the Rubric or Performance Criteria

Step 1 Essential Questions

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

- Rubric 2.1:** How does the candidate's planning leverage the focus student's assets, including visual/sensory and learning media, include literacy assessments, align lessons to create a progression of learning, and integrate the area(s) of the ECC relevant to literacy to support the FS's literacy development in developmentally appropriate ELA/Literacy and ELD goals?
- Rubric 2.2:** How does the candidate apply findings from comprehensive assessment and recent literacy assessments to provide meaningful access to
 - the selected foundational reading skill(s) using a direct, systematic, and explicit approach to support the FS's literacy and language development?
 - the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the FS's literacy and language development?

Evidence includes a completed Learning Segment Template; two written narratives: Contextual Information and Assessment Descriptions; and description or blank copies of both the summative assessment and rubric or performance criteria.

Important Concepts for Faculty to Share with Candidates

Candidates must use the Learning Segment Template provided to describe their three to five lessons. Lesson plans are not required for submission.

Strands/Standards³⁴ referenced must be the [California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development](#), [California ELA/Literacy Standards](#), [ELD Standards](#), and [ELA/ELD Framework](#). **The Core Content Connectors (CCCs) may be used for students who are eligible for the California Alternate Assessments (CAA) for ELA/Literacy or who access an alternate curriculum as a part of their IEP.**

It is expected that this learning segment will include activities and strategies that leverage the assets (cultural and/or linguistic) and/or interests and meet the needs of all students in the learning group; therefore, it is important to provide detailed information in all the applicable Learning Segment Template categories for each lesson.

The re-teaching or extension activity indicated in Step 4 is not part of the Learning Segment Template and should not be included. The Learning Segment Template plan is developed prior to the lessons being taught and the assessments given. Step 4 comes at the end of the cycle as a re-teaching or extension activity based on what happened in the first three to five lessons.

Step 2: Teach and Assess

Conduct the Learning Segment, Including Formative Assessment(s)

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

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> Teach and video record all lessons and assessments. Select 1 to 4 video clips. Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> Part E: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions

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

- Rubric 2.3:** How does the candidate provide instruction and support to actively engage the FS in meaningful integration of the area(s) of the ECC relevant to literacy to access

³⁴ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

the selected foundational reading skill(s) using a direct and explicit approach and support their progress toward meeting the ELA/Literacy and ELD goals?

- **Rubric 2.4:** How does the candidate provide instruction and support to actively engage the FS in meaningful integration of the area(s) of the ECC relevant to literacy and the selected additional theme(s) from the ELA/ELD Framework and use integrated ELD to support the FS's progress toward meeting the ELA/Literacy and ELD goals?
- **Rubric 2.5:** How does the candidate use literacy assessment(s) to monitor the FS's vision/sensory, learning media, and/or access and to adjust instruction to support the FS in progressing toward meeting the ELA/Literacy and ELD goals and ensure appropriate integration of the area(s) of the ECC relevant to literacy?
- **Rubric 2.6:** How does the candidate use literacy assessment results (formative and/or summative) to provide specific, actionable feedback related to literacy to the FS about what they did well and/or their misconceptions/gaps in knowledge to support the FS's literacy and language development and ensure appropriate integration of the area(s) of the ECC relevant to literacy?

Important Concepts for Faculty to Share with Candidates

Candidates should practice video recording their lessons in their entirety early and often in their clinical practice. This will assist their student(s) in getting used to the camera and increase candidate comfort with being recorded.

Candidates should practice writing and/or speaking about their teaching practices (Commentary) and what the student(s) gain from their instruction. They should be able to explain what they are doing and why they are doing it.

For additional information on Step 2: Teach and Assess, see the assessment guide.

Step 3: Reflect

The candidate must be able to analyze the summative assessment data, explain their conclusions, and then discuss changes they would make for the focus student. Candidates need experience with referring to evidence from previous steps in their submission to explain or illustrate their conclusions.

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • After engaging the FS in the summative literacy assessment, determine the FS's progress toward meeting the ELA/Literacy and ELD learning goals. • Analyze the FS's results and provide the FS with specific, actionable feedback on the assessment. • Reflect on the FS's progress and the effectiveness of your literacy instruction, including the integration of the area(s) of the ECC relevant to literacy, adapted materials, and/or access. 	<ul style="list-style-type: none"> • Part G: Focus Student's Summative Literacy Assessment Response and Scored Rubric or Performance Criteria • Part H: Focus Student's Summative Literacy Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file)

Step	What You Need to Do	Evidence to Be Submitted
	<ul style="list-style-type: none"> Submit the FS's summative literacy assessment response; the scored rubric or performance criteria; and specific, actionable feedback. 	<ul style="list-style-type: none"> Part I: Written Narrative: Reflection and Analysis of Summative Literacy Assessment Results (up to 4 pages)

Step 3 Essential Question

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

- Rubric 2.7:** How does the candidate identify the FS's understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective **and** what instructional changes they would make related to the integration of the area(s) of the ECC relevant to literacy, adapted materials, **and/or** access? How does the candidate provide feedback to a member of the FS's educational team to support their understanding of the literacy assessment results **and** how they can support the FS's learning?

Important Concepts for Faculty to Share with Candidates

The focus student's response needs to reflect the qualities of the assessment completed as described by the rubric or performance criteria for the students. If performance is the method for the students to demonstrate the ELA/Literacy and ELD goals, then candidates should upload and submit one video clip of the focus student's performance.

Candidates need to demonstrate what actionable feedback related to the ELA/Literacy and ELD goals was provided to the focus student. For example, a score, grade, or checkmark alone on the student work product is not adequate feedback. Candidates, in consultation with the focus student, can describe next steps for revision or additional learning. Student assessment feedback must be based on the ELA/Literacy and ELD goals and detailed enough so that the focus student understands what and how they can continue to learn. Celebrating student learning is key.

For additional information on Step 3: Reflect, see the assessment guide.

Step 4: Apply

Either re-teaching or providing an extension activity for the focus student is an important choice to be made in the Literacy Cycle. Re-teaching must be offered using targeted intervention or an individualized strategy. Guidance on how to use a range of instructional methods and student activities to reach the focus student and provide equal access to the grade-level literacy instruction, following sound Universal Design for Learning principles, is key. An extension lesson, because the focus student has met the learning goals, should also be offered in a way that deepens or advances the student's learning.

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> Plan a re-teaching or an extension activity to support the FS's literacy and language development and ensure appropriate integration of the area(s) of the ECC relevant to literacy. Video record the follow-up activity. Provide commentary (what you are doing and why) for the video clip. 	<ul style="list-style-type: none"> Part J: Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity Part L: Commentary (written, up to 2 pages; OR up to 5 minutes of verbal or ASL commentary)

Step 4 Essential Questions

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

- Rubric 2.8:** How does the candidate apply the analysis of the FS's literacy assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

An extension activity moves the focus student either toward the next natural step in the curriculum plan or toward an activity related to the lesson segment that deepens or advances the student's grade-level literacy development. Candidates will need direction on what are appropriate extension activities and how to articulate the connection between the original learning segment and the extension lesson. Just because it is the next step in the curriculum plan is not an adequate response. Candidates must answer why this is an appropriate instructional next step.

Candidates may have a tendency to "default" toward moving on to the next lesson, given the pressure to stay on track with a curriculum plan. However, they should be encouraged to justify their choice of re-teaching or extension based on the assessment data as well as IEP accommodations. Building in time during instruction for the focus student to self-assess and revise their work is a very important concept, but sometimes it presents a time challenge. Just moving on is often not the appropriate next instructional step.

- If the activity is re-teaching a concept to the focus student who did not meet the previous lesson goals, then the candidate should demonstrate that targeted

intervention or an individualized approach was used compared to the initial lesson from the learning segment. These differences in approach should be pointed out in the Step 4 commentary.

- If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced the learning. Simply assuming that it does extend the learning because it is the next step in the curriculum guide is not adequate. Candidates need to be purposeful in their assessment-driven instructional decisions.

For additional information on Step 4: Apply, see the assessment guide.

Instructional Cycle 1: Single Subject (SS) & World Languages (WL)

General Overview

Instructional Cycle 1: Learning About Students and Planning Instruction directs candidates to learn about their students and plan a content-specific asset-based lesson that supports identified learning needs. Candidates develop and teach one engaging, content-specific lesson within a school placement. Candidates determine content-specific learning goals that are based on [California Content Standards and/or Curriculum Frameworks](#), teach and assess student learning, reflect on the effectiveness of their lesson, and plan next steps for future student learning.

General Concepts

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

- Single Subject (SS) = content-specific lesson
- World Languages (WL) = content-specific lesson in the target language or in the target language with English as appropriate
- Formative Assessment = (formerly called Informal assessment) assessments used during instruction to check for student understanding and inform instruction
- Summative Assessment = (formerly called Formal assessment) assessments given at the end of a lesson or unit to determine whether or not students have met the designated learning goal
- Students' Assets (cultural and/or linguistic) and/or interests = formerly referred to as cultural/linguistic assets and funds of knowledge

Single Subject/World Languages Cycle 1

Step 1: Plan

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your students. <ul style="list-style-type: none"> Select 3 focus students (FS1, FS2, FS3). Develop one asset-based, UDL-focused content-specific lesson that includes two goals: <ul style="list-style-type: none"> One content-specific learning goal, and One related academic language development (ALD) learning goal Provide an explanation of the specific adaptations for the 3 focus students and a rationale. Provide key instructional resources and/or materials related to the content-specific lesson plan. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 7 pages) Part B: Lesson Plan (use optional template or locally provided format) (up to 10 pages) Part C: Written Narrative: Lesson Adaptation(s) for Focus Students (up to 7 pages) Part D: Lesson Resources and/or Materials

Step 1 Essential Questions (SS)

- Rubric 1.1:** How does the candidate apply findings from recent content-specific information to plan one asset-based, UDL-focused, content-specific lesson **and** monitor student progress in a safe, positive learning environment?
- Rubric 1.2:** How does the candidate apply recent information to plan adaptation(s) to support the academic language development of FS1 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
- Rubric 1.3:** How does the candidate apply recent information to plan adaptation(s) to support the content-specific learning of FS2 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
- Rubric 1.4:** How does the candidate apply recent information to adapt the environment to support FS3's well-being **and/or** behavior based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?

Step 1 Essential Questions (WL)

- Rubric 1.1:** How does the candidate apply findings from recent content-specific information to plan one asset-based, UDL-focused content-specific lesson in the target language **or** in the target language with English as appropriate **and** monitor student progress in a safe, positive learning environment?

- **Rubric 1.2:** How does the candidate apply recent information to plan adaptation(s) to support FS1's development of related vocabulary in the target language based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
- **Rubric 1.3:** How does the candidate apply recent information to plan adaptation(s) to support FS2's content-specific learning in the target language for FS2 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
- **Rubric 1.4:** How does the candidate apply recent information to adapt the environment to support FS3's well-being **and/or** behavior based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?

Important Concepts for Faculty to Share with Candidates

Candidates must:

- Use recent student information to develop a grade-appropriate content-specific learning goal and an aligned ALD learning goal.
- Plan for a safe, positive learning environment that supports progress toward both goals.
- Leverage students' assets and interests (cultural, linguistic, personal) when planning lessons and adaptations.
- Design content-specific activities that promote higher-order thinking and describe how student learning will be monitored.
- Provide adaptations for each Focus Student (FS1, FS2, FS3) based on recent information, connecting to their assets and/or interests, and addressing ALD needs, content-specific learning needs, or well-being/behavior.

Difference for World Languages

- Instead of an Academic Language Development (ALD) learning goal (used in Single Subject), World Languages candidates include a related vocabulary learning goal that aligns with the content-specific goal.
- Ensure the lesson is planned and delivered in the target language, integrating language learning into content instruction.

Step 2: Teach and Assess

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> Teach and video record the entire content-specific lesson. Select 1 to 3 video clips. Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> Part E: Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions (SS)

- Rubric 1.5:** How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support their students in making progress toward meeting the content-specific **and** related content-specific ALD learning goals?
- Rubric 1.6:** How does the candidate engage students in active, higher-order thinking during the content-specific lesson **and** monitor/respond intentionally to support students in making progress toward the content-specific **and** related ALD learning goals?

Step 2 Essential Questions (WL)

- Rubric 1.5:** How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support their students in making progress toward meeting the content-specific **and** related vocabulary learning goals?
- Rubric 1.6:** How does the candidate engage students in active, higher-order thinking during the content-specific lesson **and** monitor/respond intentionally to support students in making progress toward the content-specific **and** related vocabulary learning goals?

Important Concepts for Faculty to Share with Candidates

- In Step 2, candidates may submit 1–3 video clips (up to 15 minutes total), showing active content-specific learning, ALD (SS) or vocabulary development (WL), and monitoring of student learning.

Candidates must:

- Create and sustain a safe, positive learning environment throughout the content-specific lesson.
- Use UDL-focused strategies to support progress toward both the content-specific and related ALD learning goals (SS) or vocabulary goals (WL).
- Engage students in active, higher-order thinking during instruction.

- Monitor student learning as the lesson unfolds.
- Respond intentionally to student needs in the moment to support learning (SS) or in the target language (WL).

Additional Differences for World Languages

- Language of instruction and response: WL candidates teach and respond in the target language, or in the target language with English as appropriate, rather than in English.
- Step 2 video evidence: Must reflect accurate content instruction in the target language and be aligned with the Step 1 plan.
- Critical issues: Not responding intentionally in the target language or teaching inaccurate content are significant concerns for WL candidates.

Step 3: Reflect

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> • Reflect on the effectiveness of the content-specific lesson. What did the students learn? What did you learn about planning and teaching a content-specific lesson? 	<ul style="list-style-type: none"> • Part G: Written Narrative: Reflection on What You Learned (up to 7 pages)

Step 3 Essential Question

One essential question and analytic rubric is used by an assessor to score the evidence of Step 3 (SS/WL):

- **Rubric 1.7:** How does the candidate reflect on the effectiveness of their asset-based, UDL-focused, content-specific lesson in a safe, positive environment (referring to evidence from Steps 1 **and/or** 2)?

Important Concepts for Faculty to Share with Candidates

Candidates must:

- Reflect on the effectiveness of their asset-based, UDL-focused content-specific lesson.
- Analyze the effectiveness of adaptations for FS1, FS2, and FS3 in supporting progress toward both the content-specific and related ALD learning goals (SS) or vocabulary goals (WL).
- Reflect on the impact of creating and sustaining a safe, positive learning environment.
- Reference appropriate evidence from Steps 1 and/or 2 to support their reflections and analysis.

Step 4: Apply

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> Based on what you learned by completing Steps 1, 2, and 3, describe what you will do in future lessons to advance these students' content-specific learning and related ALD, including FS1, FS2, and FS3. 	<ul style="list-style-type: none"> Part H: Narrative: Application of What You Learned (written, up to 4 pages; OR up to 6 minutes of verbal or ASL response)

Step 4 Essential Question

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

- Rubric 1.8:** How does the candidate apply what they have learned to determine future steps for content-specific learning **and** related ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

Step 4 (WL):

- Rubric 1.8:** How does the candidate apply what they have learned to determine future steps for content-specific learning **and** related vocabulary instruction in the target language **or** in the target language with English as appropriate (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

Candidates must:

- Apply learning from Cycle 1 to describe future steps for content-specific instruction for the group and for FS1, FS2, and FS3.
- Clearly describe future instructional steps (in the target language for WL) that advance student learning of both the content-specific and related ALD learning goals (SS) or vocabulary goals (WL).
- Reference appropriate evidence from Steps 1, 2, and/or 3 to support the proposed future steps.

Instructional Cycle 2: Single Subject (SS) & World Languages (WL)

General Overview

Instructional Cycle 2: Assessment-Driven Instruction focuses on how to use multiple types of assessments, analyze results, and provide rubric-based feedback aligned to the learning goals to students across a series of lessons following the four steps of plan, teach and assess, reflect, and apply. This cycle requires candidates to demonstrate expertise in formative assessment, student self-assessment, and summative assessment. The full range of assessments needs to be modeled and practiced in coursework and clinical practice/student teaching to ensure a deep level of candidate understanding of various types of student assessments prior to CalTPA Cycle 2 completion. Candidates use multiple assessments to understand what their students know and have yet to learn to meet set content-specific learning goals and vocabulary. This understanding, in turn, drives their instructional next steps.

Single Subject candidates may teach in a setting where they integrate content from more than one subject area. For example, a candidate may be teaching in a humanities class that combines both social studies and English content standards. Or a candidate may teach a mathematics lesson that is linked to a biology concept. When content is integrated, the candidate must be careful to articulate and demonstrate their teaching of the California Content Standards in the candidate's primary area (literacy, mathematics, or the single subject).

English Language Development (ELD) Supports

Encourage candidates to fully articulate in their writing what they mean by “scaffolds,” “supports,” “graphic organizers,” and other strategies used to support English learners. Candidates should explain why a strategy was selected rather than assuming it is appropriate because “it’s scaffolding (and that’s what you do for English learners),” for example.

The same linguistic supports that work for all students can be implemented in translanguaging situations. For example, pictures, realia, cognates, repetition, and modeling would all be instructional strategies that teachers would use for students who are bilingual to assist with understanding the target language of instruction.

Candidates may tend to focus on the written work produced by English learners. The CA ELD Strands/Standards indicate that students should be using language in all its forms, including individual oral expression and group collaboration. Remind candidates that oral practice using the language of the content area does aid all other aspects of language development, including reading, writing, listening, and speaking.

Misconceptions

Candidates often hold misconceptions about the English language abilities of their students, which then impacts their work on Cycle 2 (SS). Addressing these misconceptions before the work begins will help candidates broaden their understanding of English learners. Common misunderstandings include the following:

“This student can hold a conversation with me and with friends, so they must be fluent.”

Candidates need to understand that conversational fluency is different from academic fluency. They need to find out more about the student’s language abilities (ELPAC scores).

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

“This student’s learning issues are due to their disability, not their language skills.”

Candidates need to know that they are likely to have students managing both a disability and a language challenge. This is where site resources—such as a consultation with the cooperating teacher, special education teacher, or counselor—are helpful.

Single Subject/World Languages Cycle 2

Step 1: Plan

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available content-specific assessments and other contextual information about your students. <ul style="list-style-type: none"> Select one focus student (FS). Describe three to five content-specific lessons, including corresponding assessments, that show a progression of learning. Each lesson must include <ul style="list-style-type: none"> one content-specific learning goal and one ELD learning goal. 	<ul style="list-style-type: none"> Part A: Written Narrative: Contextual Information (up to 4 pages) Part B: Learning Segment Template (up to 5 pages per lesson) Part C: Written Narrative: Description of Assessments (up to 5 pages) Part D: Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 1 Essential Questions (SS)

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

- **Rubric 2.1:** How does the candidate’s planning leverage students’ assets, include assessments, **and** address appropriate content-specific **and** ELD goals?
- **Rubric 2.2:** How does the candidate plan a learning segment in which assessments, instructional strategies, **and** learning activities align **and** provide a progression of learning?

Step 1 Essential Questions (WL)

- **Rubric 2.1:** How does the candidate’s planning leverage students’ assets, include assessments, **and** address appropriate content-specific goals?
- **Rubric 2.2:** How does the candidate plan a learning segment in which assessments, instructional strategies, **and** learning activities align **and** provide a progression of learning?

Important Concepts for Faculty to Share with Candidates

- For SS: Candidates write content-specific and ELD learning goals.
- For WL: Candidates write content-specific learning goals (no ELD required).
- Candidates leverage students’ assets (cultural and/or linguistic) and/or interests.
- Candidates design formative and summative assessments aligned to goals.
- Candidates align assessments, strategies, and activities within each lesson.
- Candidates create a progression of learning across lessons to support progress toward goals.

Step 2: Teach and Assess

Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Teach and video record all lessons and assessments. • Select 1 to 4 video clips. • Provide commentary (what you are doing and why) for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)

Step 2 Essential Questions (SS)

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

- **Rubric 2.3:** How does the candidate engage the students in deep learning of the content to enhance their content-specific knowledge, skills, **and/or** abilities?
- **Rubric 2.4:** How does the candidate provide instruction that integrates ELD strategies to engage students **and** support their progress toward meeting the content-specific **and** ELD goals?
- **Rubric 2.5:** How does the candidate use assessment(s) to monitor student learning **and** adjust instruction to support students in progressing toward meeting the content-specific **and** ELD goals?
- **Rubric 2.6:** How does the candidate use assessment results to provide specific, actionable feedback to students about what they did well **and/or** their misconceptions/gaps in knowledge to support students' content **and** language development?

Step 2 Essential Questions (WL)

- **Rubric 2.3:** How does the candidate engage the students in deep learning of the content to enhance their content-specific knowledge, skills, **and/or** abilities?
- **Rubric 2.4:** How does the candidate provide instruction in the target language **or** in the target with English as appropriate to engage students **and** support their progress toward meeting the content-specific goals?
- **Rubric 2.5:** How does the candidate use assessment(s) to monitor student learning **and** adjust instruction to support students in progressing toward meeting the content-specific goals?
- **Rubric 2.6:** How does the candidate use assessment results to provide specific, actionable feedback to students about what they did well **and/or** their misconceptions/gaps in knowledge to support students' content-specific development?

Important Concepts for Faculty to Share with Candidates

- Candidates engage students in deep learning of content tied to content-specific and ELD goals (SS).
- Candidates provide integrated ELD to engage and support students (SS).
- Candidates explain how instruction supports progress toward goals.
- Candidates use assessments to monitor student progress.
- Candidates adjust instruction based on assessment results.
- Candidates give specific, actionable feedback to support content and ELD growth (SS).

Step 3: Reflect

Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	<ul style="list-style-type: none"> After engaging students in the summative assessment, determine student progress toward meeting the content-specific and ELD learning goals. Analyze student results and provide students with specific, actionable feedback on the assessment. Reflect on the students' progress and the effectiveness of your content-specific instruction. Submit the FS's summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback. 	<ul style="list-style-type: none"> Part G: Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria Part H: Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)

Step 3 Essential Question (SS/WL)

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

- Rubric 2.7:** How does the candidate identify students' understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective and what instructional changes they would make if they taught the learning segment again?

Important Concepts for Faculty to Share with Candidates

- Candidates identify students' understandings, gaps, or misconceptions in content and ELD (SS).
- Candidates provide the focus student with specific, actionable feedback tied to goals.
- Candidates describe what was effective in instruction and student activities.
- Candidates explain what changes they would make if teaching the segment again.

Step 4: Apply

Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply	<ul style="list-style-type: none"> Plan a re-teaching or an extension activity to support the FS's content-specific development. Video record the follow-up activity. Provide commentary (what you are doing and why) for the video clip. 	<ul style="list-style-type: none"> Part J: Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity Part L: Commentary (written, up to 2 pages; OR up to 5 minutes of verbal or ASL commentary)

Step 4 Essential Question (SS/WL)

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

- Rubric 2.8:** How does the candidate apply the analysis of the FS's assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

Important Concepts for Faculty to Share with Candidates

An extension activity moves the focus student either toward the next natural step in the curriculum plan or toward an activity related to the lesson segment that deepens or advances the student's grade-level content-specific development. Candidates will need direction on what are appropriate extension activities and how to articulate the connection between the original learning segment and the extension lesson. Just because it is the next step in the curriculum plan is not an adequate response. Candidates must answer why this is an appropriate instructional next step.

Candidates may have a tendency to "default" toward moving on to the next lesson, given the pressure to stay on track with a curriculum plan. However, they should be encouraged to justify their choice of re-teaching or extension based on the assessment data. Building in time during instruction for the focus student to self-assess and revise their work is a very important concept, but sometimes it presents a time challenge. Just moving on is often not the appropriate next instructional step.

- If the activity is re-teaching a concept to the focus student who did not meet the previous lesson goals, then the candidate should demonstrate that targeted intervention or an individualized approach was used compared to the initial lesson from

the learning segment. These differences in approach should be pointed out in the Step 4 commentary.

- If the candidate offers an extension activity, the commentary should indicate how the activity deepened or advanced the learning. Simply assuming that it does extend the learning because it is the next step in the curriculum guide is not adequate. Candidates need to be purposeful in their assessment-driven instructional decisions.
- Candidates reference evidence from Steps 1, 2, and/or 3 to justify instructional decisions.

For additional information on Step 4: Apply, see the assessment guide.

CalTPA Glossary



This glossary contains terms as used in this version of the CalTPA Literacy Performance Assessment Program Guide and the CalTPA performance assessment guides.

504 Plan

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

Academic language development

Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—in other words, it is the language used in classroom lessons, books, tests, and assignments, and it is the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still be developing certain terms and concepts, or are learning how to express themselves and their ideas in expected ways.

Accommodation

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

Adaptation

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

Adverse childhood experiences

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0–17 years). Examples include:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide

Also included are aspects of the child’s environment that can undermine their sense of safety, stability, and bonding. Examples can include growing up in a household with:

- substance use problems
- mental health problems
- instability due to parental separation
- instability due to household members being in jail or prison

The examples above are not a complete list of adverse experiences. Many other traumatic experiences could impact health and well-being. This can include not having enough food to eat, experiencing homelessness or unstable housing, or experiencing discrimination.

Affirm and validate³⁵

To take the culture(s) and language(s) of the student(s) that have been traditionally perceived as negative or illegitimate and intentionally and purposefully reverse those perceptions and highlight them as strengths.

Age and/or developmentally appropriate higher-order thinking skills (HOTS)

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

³⁵ [Center for Culturally Responsive Teaching and Learning \(CCRTL\)](#)

Assessment

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

Asset

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

Assistive technology

Any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

At risk for dyslexia

A student is at risk for dyslexia when they exhibit “deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge.” (Gaab, 2017)

Augmentative and alternative communication (AAC)³⁶

One of a family of alternative methods of communication, which includes communication boards, communication books, and computerized voices; used by individuals unable to communicate readily through speech.

³⁶ <https://iris.peabody.vanderbilt.edu/resources/glossary/>

Biliteracy³⁷

Sometimes referred to as bilingual. Instruction for English learners in which the students' native language and English are used for academic and literacy instruction. The goal of biliteracy instruction is to work toward proficiency in English.

Black, Indigenous, and people of color (BIPOC)

BIPOC—or Black, Indigenous, and people of color—is used to refer to members of nonwhite communities.

Bridging

Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.³⁸

California Content Standards and/or Curriculum Frameworks³⁹

These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum Frameworks, and the California Preschool/Transitional Kindergarten Learning Foundations. **For EdSp only, this term is intended to include the Core Content Connectors and the Expanded Core Curriculum for Students with Visual Impairments:** If the students access an alternate curriculum that makes them eligible for the California Alternate Assessments (CAA), you may use the Core Content Connectors instead of the CA Common Core State Standards. Core Content Connectors “are content bridges between the state content standards and learning progression pathways through the K–12 grade-level curriculum. The

³⁷ [Multilingual Education - Resources \(CA Dept of Education\)](#)

³⁸ [Appendix, Resources, & Glossary - Curriculum Frameworks \(CA Dept of Education\)](#)

³⁹ 2014 English Language Arts/English Language Development Framework: <https://www.cde.ca.gov/ci/rl/cf/>

California Content Standards: <https://www.cde.ca.gov/be/st/ss/>

California English Language Development Standards (CA ELD Standards): <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

California Preschool Curriculum Frameworks: <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

California Preschool/Transitional Kindergarten Learning Foundations: <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Expanded Core Curriculum for Students with Visual Impairments: Hatlen, P. (1996). “Expanded Core Curriculum for Students with Visual Impairments.” In *Guidelines for programs serving students with visual impairments* from <https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf>

Core Content Connectors: Reading

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

Core Content Connectors: Writing

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

Core Content Connectors: Mathematics

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

language of the content standard is in almost all cases retained to maintain a close grade-level connection.”⁴⁰

California English Language Development Standards (CA ELD Standards)

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.⁴¹

California Preschool Curriculum Frameworks⁴²

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

California Preschool/Transitional Kindergarten Learning Foundations⁴³

These foundations outline the key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program.

California Standards for the Teaching Profession (CSTP)

These delineate and define six interrelated domains of teaching practice: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining Effective Environments for Student Learning; (3) Understanding and Organizing Subject Matter for Student Learning; (4) Planning Instruction and Designing Learning Experiences for All Students; (5) Assessing Students for Learning; and (6) Developing as a Professional Educator.

California Teaching Performance Expectations (TPEs)⁴⁴

TPEs are the expectations for knowledge, skills, and abilities that a new teacher should be able to demonstrate upon completion of a California-accredited teacher preparation program. The TPEs have six domains including Engaging and Supporting All Students in Learning, Creating and

⁴⁰ NCSC’s Content Model for Grade-Aligned Instruction and Assessment: “The Same Curriculum for All Students” (NCSC Brief #7) (<http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief7.pdf>)

⁴¹ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

⁴² <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

⁴³ <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

⁴⁴ <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0>

Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. These are identical to the six domains of the California Standards for the Teaching Profession (CSTPs) used to guide induction programs, leading to a clear teaching credential.

Checklist

A form of student self-assessment that is based on the learning goals and allows the students to objectively compare the criteria of the checklist to their own process, product, or performance.

Class

A group of students who meet regularly while attending school. A class is typically made up of students at the same chronological level; levels can range from preschool to grade 12, or age 22.

Classroom context

Classroom context can be defined as characteristics or features of classrooms that do not include the teachers or their teaching. This includes the composition of the student body, classroom structures, resources, as well as school and district policies that teachers must follow.

Collaborative

Relating to engagement in dialogue with others.⁴⁵

Content knowledge

Reading, writing, speaking, listening, and language are tools for acquiring, constructing, and conveying knowledge. Students who exhibit the capacities of literate individuals build strong content knowledge. As stated in the CA CCSS for ELA/Literacy, “Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking” (CDE 2013, 6).⁴⁶

⁴⁵ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

⁴⁶ [2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks \(CA Dept of Education\)](#)

Content-specific instructional strategies

Instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPEs) and the State Board of Education framework and/or equivalent.

Content-specific learning goal(s)

Specific statements of intended student attainment of essential content concepts and skills. The content-specific learning goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

Content-specific pedagogy

Content-specific pedagogy is the specific methods or practices that are used to teach a certain subject. Its focus is on the best practices for that subject, which are most likely derived through research of the methods or practices.

Co-teaching

When two teachers (teacher candidate/cooperating teacher, education specialist, and/or general education teacher) work together with groups of students or individual students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space.

Crosscutting themes

The five key themes of a robust and comprehensive instructional program in ELA/Literacy for all students: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Reading Skills. These key themes cut across the strands of Reading, Writing, Speaking and Listening, and Language. They also encompass all three parts of the CA ELD Standards: “Interacting in Meaningful Ways” (collaborative, interpretive, and productive), “Learning About How English Works” (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas), and “Using Foundational Literacy Skills.”⁴⁷

Cultural and/or linguistic assets and/or interests⁴⁸

The culture(s) and language(s) that students bring to school are important strengths and positive contributions to the school community. These assets are incorporated in positive ways through culturally and linguistically sustaining practices and the support of bilingualism.

Asset-based pedagogies view the diversity that students bring to the classroom (e.g., culture, language, interests, disability, socio-economic status) as characteristics that add value and

⁴⁷ [2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks \(CA Dept of Education\)](#)

⁴⁸ [English Learner Roadmap Principle One - English Learner Roadmap \(CA Dept of Education\)](#)

strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, and culturally sustaining pedagogy are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and/or linguistic experiences and/or interests of students to make learning more relevant and effective.

Culturally and linguistically sustaining practices⁴⁹

Culturally and Linguistically Sustaining Practices (CLSP) draw upon, infuse, and evoke students' existing schema, experiences, funds of knowledge, and perspectives to optimally facilitate learning. CLSP also intentionally seek racial and cultural equity and pluralism in order to deliberately tailor district-wide norms, policies, and practices to affirm the identities of and expand opportunities for historically marginalized students. CLSP heavily rely upon the scholarship and research of its preceding models, namely culturally relevant, culturally responsive, and culturally sustaining pedagogies (Gay 2010; Ladson-Billings 1995; Paris 2012).

Deaf coach

A Deaf coach is a Deaf adult who is fluent in sign language and works in conjunction with the teacher and the family to provide services that support the student's progress toward IFSP or IEP language goals.⁵⁰

Deep learning

Knowledge that is beyond attending to or recalling factual pieces of information and, instead, is characterized by the ability to put those pieces together to evaluate, solve complex problems, and generate new ideas. See also "[age and/or developmentally appropriate higher-order thinking skills](#)."⁵¹

Deficit thinking

Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.⁵² According to Valencia (1997), "the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions."⁵³

⁴⁹ Dr. Colin Rose & Hayden Frederick-Clarke; Boston Public Schools (PDF)

⁵⁰ <https://norcalcenter.org/deafcoach/>

⁵¹ Darling-Hammond, L., Oakes, J., Wojcikiewicz, S., Hyler, M. E., Guha, R., Podolsky, A., Kini, T., Cook-Harvey, C., Mercer, C., & Harrell, A. (2019). *Preparing teachers for deeper learning*. Cambridge, MA: Harvard Education Press.

⁵² Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

⁵³ Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

Demonstrations

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

Designated English language development

A protected time during the school day when teachers use the California English Language Development Standards (CA ELD Standards) as the focal standards in ways that build into and from content instruction.⁵⁴

Developmental level

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

Differentiate

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

Direct literacy instruction⁵⁵

The California Dyslexia Guidelines provide the following definition: All concepts are directly and explicitly taught to students with continuous student–teacher interaction. Learning is never assumed. All concepts, skills, and procedures are deliberately taught and practiced with teacher guidance and feedback. The goal of instruction is always independent and functional use.

⁵⁴ ELA/ELD Framework, 2014

⁵⁵ [California Dyslexia Guidelines - Announcements & Current Issues \(CA Dept of Education\)](#)

SB 488 adds that “direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

1. The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
2. A strong literature, language, and comprehension component with a balance of oral and written language.
3. Ongoing diagnostic techniques that inform teaching and assessment.
4. Early intervention techniques.
5. Guided practice in a clinical setting.

Disability

A child with a disability means a child evaluated in accordance with federal statute as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.⁵⁶

Disability category

Students who qualify for special education services can qualify under thirteen categories under the Individuals with Disabilities Education Act (IDEA). They can have a primary eligibility and a secondary eligibility. The thirteen categories are autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment (including blindness).

Discrimination

Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socio-economic class, physical ability, or sexual orientation.

⁵⁶ Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) <https://sites.ed.gov/idea/regs/b/a/300.8>

Dual language setting

A classroom in which children are learning two (or more) languages at the same time, including those learning a second language while continuing to develop their first (or home) language.

Dyslexia

“A specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (IDA 2002) Dyslexia may also be understood as one type of a ‘specific learning disability,’ which is defined in California’s regulations pertaining to students who qualify for special education services.”⁵⁷

Education Specialist Teaching Performance Expectations

Education Specialist TPEs⁵⁸ are the expectations for knowledge, skills, and abilities that a new education specialist candidate should be able to demonstrate upon completion of a California-accredited teacher preparation program. The TPEs have six domains including Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. These are identical to the six domains of the California Standards for the Teaching Profession (CSTPs) used to guide induction programs, leading to a clear teaching credential.

Educational technology

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

Effective expression

Effective expression in writing, discussing, and presenting depends on drawing clear understandings from and interacting with oral, written, and visual texts. These understandings may be literal or inferential and are impacted by students’ knowledge of the topic and comprehension of the underlying language structures of the texts. Cogent presentations in speaking and writing result from repeated encounters with texts; these encounters are driven

⁵⁷ See Chapter 10 of the CA Dyslexia Guidelines for more information

⁵⁸ https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45

by different purposes, which help students analyze and interpret texts in terms of validity and linguistic and rhetorical effects.⁵⁹

English Language Development

Integrated ELD is instruction in which the California English Language Development Standards (CA ELD Standards) are used in tandem with the state-adopted academic content standards. Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English.⁶⁰

English language development (ELD) goals

Specific statements of intended student attainment of essential English language skill development. The English language development goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

English language development proficiency level descriptors

Proficiency level descriptors (PLDs) provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language. Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level. Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.⁶¹

English language proficiency

The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.

⁵⁹ [2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks \(CA Dept of Education\)](#)

⁶⁰ [English Language Development Standards - Resources \(CA Dept of Education\)](#)

⁶¹ [Appendix, Resources, & Glossary - Curriculum Frameworks \(CA Dept of Education\)](#)

For California, these are delineated in the California English Language Development Standards (CA ELD Standards).

English Language Proficiency Assessments for California (ELPAC)

California and federal laws require that local educational agencies (LEAs) administer a state-adopted test for English Language Proficiency (ELP) to K–12 students whose primary language is a language other than English. The ELPAC is the state-adopted model for assessing this information and is aligned with the 2012 California English Language Development Standards. This test consists of two separate ELP assessments: one for the initial identification (date of first entry into California public school) of students as English learners (ELs) and a second for the annual summative assessment to measure a student’s progress with learning English in four domains: Reading, Writing, Speaking, and Listening. While the families/guardians can opt their EL student out of support classes, they cannot exempt them from the state and federally required testing.

English learner

A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state-approved oral language assessment procedures, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs.

Evidence-based practice

“Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA [Every Student Succeeds Act] has generally been produced through formal studies and research.”⁶² Examples of evidence-based practices include but are not limited to UDL practices and strategies; providing students with clear lesson goals; questioning to check for understanding; summarizing learning graphically; productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

Expanded Core Curriculum for Students with Visual Impairments (ECC)⁶³

A specialized curriculum for students who are blind or visually impaired encompassing nine content areas: compensatory skills and functional academics, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, and self-determination.

⁶² <https://www.cde.ca.gov/re/es/evidence.asp>

⁶³ Hatlen, P. (1996). “Expanded Core Curriculum for Students with Visual Impairments.” In *Guidelines for programs serving students with visual impairments* from <https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf>

Explicit literacy instruction

The California Dyslexia Guidelines provide the following definition: All concepts are directly and explicitly taught to students with continuous student–teacher interaction. Learning is never assumed. All concepts, skills, and procedures are deliberately taught and practiced with teacher guidance and feedback. The goal of instruction is always independent and functional use.

SB 488 adds that “direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

- (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
- (ii) A strong literature, language, and comprehension component with a balance of oral and written language.
- (iii) Ongoing diagnostic techniques that inform teaching and assessment.
- (iv) Early intervention techniques.
- (v) Guided practice in a clinical setting.

Family Educational Rights and Privacy Act (FERPA)

A federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. See also “[HIPAA](#).”

Feedback

Information given to students about their performance that guides future behavior. Feedback can tell students what is going well, what they are or are not understanding, and how they can advance learning, improve, or revise their work.⁶⁴

Fluent English Proficient

Students with a primary language other than English who were initially classified as an English learner but who have since met the school district’s criteria for English Language Proficiency.⁶⁵

⁶⁴ Ambrose et al., 2010

⁶⁵ [English Language Proficiency Assessments for California Information Guide](#)

Focus Student 3

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

Formal assessment

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

Formative assessment

Formative assessment is a process teachers and students use during instruction that provides feedback to adjust ongoing teaching strategies and student learning. This type of assessment is referred to as an assessment for learning (e.g., purposeful questions to check for understanding during the lesson; observation notes taken by the teacher while students are engaged in instructional activities; student-created representations of learning [written work, visuals, graphics, models, products, performances]; student peer review and critique; student and group reflection on the qualities of their own product, process, or performance; homework; "do nows"; exit slips).

Foundational reading skills

Acquisition of the foundational skills of literacy—print concepts, phonological awareness, phonics and word recognition, fluency, and/or morphology/morphological awareness—is crucial for literacy achievement.

- For Multiple Subject, Mild to Moderate Support Needs, and Extensive Support Needs candidates in TK–3 settings, foundational reading skills also include creating literacy environments that are print rich and that foster interest in print; and games, books, poetry, oral storytelling, and songs that draw attention to print, the manipulation of sounds, and alphabet letters.

- For Early Childhood Special Education candidates, foundational reading skills are defined as games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters; print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including orthographic awareness; decoding and encoding; and morphological awareness.
- For Deaf and Hard of Hearing candidates, foundational reading skills are defined as print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping; phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphology/morphological awareness; and fluency, including sign concept accuracy and prosody through verbal expression and/or facial expressions and movement in ASL.
- For Visual Impairments candidates, foundational reading skills are defined as print/braille concepts, including pre-braille skills (e.g., tactual discrimination, finger sensitivity, tracking); letters of the print alphabet; braille letters and symbols, including contracted braille; braille mechanics/hand movements; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity).

In order for students to independently learn with and enjoy text and express themselves through written language they need to develop facility with the alphabetic code. This framework recognizes that early acquisition of the foundational skills is imperative. The sooner children understand and can use the alphabetic system for their own purposes, the more they can engage with text, which is the very point of learning the foundational skills. The more students engage with text, the more language and knowledge and familiarity with the orthography (written system) they acquire, which in turn support further literacy development.

Funds of knowledge

Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133).⁶⁶ When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families/guardians of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classrooms in order to inform the planning of culturally responsive and meaningful lessons that incorporate students’ culturally based knowledge and skills. Information that teachers learn about their students in this process is considered the students’ funds of knowledge.

Generalization

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

Gifted and Talented Education (GATE)

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

Graphic organizer

A visual communication tool that uses visual symbols to express ideas and concepts to convey meaning. A graphic organizer often depicts the relationships between facts, terms, and/or ideas within a learning task. The main purpose of a graphic organizer is to provide a visual aid to

⁶⁶ Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, XXXI(2), 132–141.

González, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J., & Johnson, J. (2006). The economic impact of the Hispanic population on the state of North Carolina. Frank Hawkins Kenan Institute of Private Enterprise Report. Kenan-Flagler Business School, University of North Carolina at Chapel Hill.

facilitate learning and instruction. There are many similar names for graphic organizers, including concept maps and story maps.

Health Insurance Portability and Accountability Act (HIPAA)

A federal law (1996) that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge. In most cases, the HIPAA Privacy Rule does not apply to an elementary or secondary school because the school either: (1) is not a HIPAA-covered entity or (2) is a HIPAA-covered entity but maintains health information only on students in records that are by definition "education records" under FERPA and, therefore, is not subject to the HIPAA Privacy Rule. See also ["FERPA."](#)

Heritage language speaker

Individuals who have learned a language from their family. The language learned at home differs from the primary language spoken in the country/society in which they have lived most of their lives.

Heritage language user

A student studying a language who has proficiency in or a cultural connection to that language.

High-leverage practices

Vanderbilt University (Pittman)⁶⁷ defines high-leverage practices (HLPs) as a set of practices that must "focus directly on instructional practices, occur with high frequency in teaching in any setting, be research-based and known to foster student engagement and learning, be broadly applicable and usable in any content area or approach to teaching, and be fundamental to effective teaching when executed skillfully (Source: McLeskey et. al., 2017)." HLPs focus on special education practices related to collaboration, assessment, social/emotional/behavioral practices, and instruction (Council for Exceptional Children and the CEEDAR Center).⁶⁸

Hybrid classroom

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

⁶⁷ <https://my.vanderbilt.edu/spedteacherresources/high-leverage-practices-in-special-education/>

⁶⁸ <https://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

Inclusive environment

An inclusive environment is a learning environment in which all students are able to access and participate in the lesson activities through individual learning goals, accommodations, and modifications, leading access to the general education curriculum.⁶⁹

Individualized Education Program (IEP)

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

Informal assessment

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

In-person classroom

An in-person classroom is where the teacher and students are in the same location together, and instruction occurs through face-to-face interactions between and among the candidate and students.

Instructional support personnel

A certified or trained adult who collaborates, coordinates, and/or communicates with the education specialist to work together toward a common goal of planning, implementing, or evaluating a specific aspect of an educational program for a student or group of students. These individuals can include general education teachers, co-teachers, paraprofessionals, occupational therapists, speech and language therapists, counselors, administrators, and behaviorists.⁷⁰ See also “[support personnel](#).”

⁶⁹ IRIS | Page 2: How Does Inclusion Differ from Traditional Instruction? (vanderbilt.edu)

⁷⁰ Source: <https://iris.peabody.vanderbilt.edu/>

Integrated English language development

All teachers with English learners in their classrooms use the CA English Language Development Standards in tandem with the CA Common Core State Standards (CCSS) for ELA/Literacy and other content standards.⁷¹

Intentional

Being thoughtful and purposeful in the decisions made related to the specific students in the class and the learning goals of the activity.

Interpretive

Relating to comprehension and analysis of written and spoken texts.⁷²

Language demands

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

Language deprivation

The harm that results when a child does not receive sufficient language input to acquire or learn any language or readily develop cognitive capabilities. Early access to language is critical for all children, particularly for children who are Deaf or Hard of Hearing (DHH). Some students who are DHH may be able to access some residual hearing or use devices to assist them with auditory access, but those who do not will access language visually. Students who use a visual language, such as ASL, need access from an early age in order to avoid the academic and cognitive delays that can result from language deprivation.

Language development

Language development, especially academic language, is crucial for learning. It is the medium of literacy and learning; it is with and through language that students learn, think, and express. The strands of the CA CCSS or ELA/Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills.”

Language program model

The language program model refers to the type of multilingual program a bilingual student may access. Programs include dual-language (two-way) immersion, biliteracy, and one-way immersion. For more information please visit the CDE’s [Multilingual Program Descriptions](https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf).

⁷¹ ELA/ELD Framework, 2014

⁷² <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

Learning goal(s)

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

LGBTQIA+

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

Literacy learning need

Students who have a literacy learning need are not progressing or responding to initial instruction and/or may need additional support in order to meet grade-level standards.⁷³

Literacy profile

A literacy profile describes a student's existing literacy knowledge and skills and their areas of need, and it identifies factors or obstacles to their learning.⁷⁴ It may contain information about the student's phonemic awareness skills, word-level reading accuracy, fluency, comprehension, spelling, writing, and/or oral language skills.

Literacy-related disability

A student may have a literacy-related disability if their district/school-identified disability impacts their ability to access literacy-related content. For example, a student with autism may have challenges with inferential thinking or the use of pragmatic language.⁷⁵

Long-term English learner

An English learner who is enrolled in any of grades 6–12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to EC Section 60810, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to EC Section 60640, or any successor test.⁷⁶

⁷³ [2014 ELA/ELD Framework, Chapter 9 - Curriculum Frameworks \(CA Dept of Education\)](#)

⁷⁴ [Creating a literacy profile \(education.vic.gov.au\)](#)

⁷⁵ See Chapter 6 "Distinguishing Dyslexia from Other Reading Disabilities" of the CA Dyslexia Guidelines for more information.

⁷⁶ [Appendix, Resources, & Glossary - Curriculum Frameworks \(CA Dept of Education\)](#)

Lower-order thinking skills

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

Manipulatives

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

Maps

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

Meaning making

Meaning making is at the heart of ELA/Literacy and ELD instruction. Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research.⁷⁷

Migrant

A student who changes schools during the year, often crossing school district and state lines, to follow work in agriculture, fishing, dairies, or the logging industry.

Modification

Services or support related to a student’s disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports *do* fundamentally alter the standard or expectation of the assignment or test.

Multiple disabilities

Concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.⁷⁸

⁷⁷ [2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks \(CA Dept of Education\)](#)

⁷⁸ Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (c) (7) <https://sites.ed.gov/idea/regs/b/a/300.8>

Multi-Tiered System of Support (MTSS)

California's Multi-Tiered System of Support (CA MTSS) is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment, thus closing the equity gaps for all students. By embracing the Whole Child approach to teaching and learning, grounded in Universal Design for Learning (UDL), and Culturally Responsive Teaching (CRT), and utilizing Implementation Science and Improvement Science for continuous improvement, the California MTSS framework lays the foundation for the statewide system of support. They have also moved from Tier 1, 2, 3 to a Continuum of Supports: All Students—Universal Support, Some Students—Supplemental Support, and Few Students—Intensified Support.

Newcomer

Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries. (See page 544, Chapter 6, for a more detailed description.)⁷⁹

Non-classroom

An educational context that occurs mostly in community environments and provides students “real life experiences.” The goal is to provide a variety of hands-on learning opportunities that will allow students to practice essential skills. It will also determine the need for further instruction. All activities in the community support post-secondary education, employment, life skills, and independent living goals.⁸⁰

Observation

Directly viewing or listening to children, teachers, others, and/or the surroundings or environment. Observation can be used for various purposes and can be documented in various ways.

One-way immersion

A language program model where instruction is provided in English and other language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language, and cross-cultural understanding.⁸¹

⁷⁹ [Appendix, Resources, & Glossary - Curriculum Frameworks \(CA Dept of Education\)](#)

⁸⁰ Source: <https://iris.peabody.vanderbilt.edu/>

⁸¹ [Multilingual Education - Resources \(CA Dept of Education\)](#)

Pedagogy

Pedagogy describes the theories, methods, and philosophies of teaching. Stated another way, pedagogy describes the use of various instructional strategies.

Performance(s)

A demonstration of competence or mastery that typically focuses on the student's ability to apply what they have learned to a realistic task—a problem or situation that might be encountered in real life.

Performance criteria

The specific ways that students will demonstrate and provide evidence of their learning. Performance criteria are derived from the ELA/Literacy and ELD goals and explicitly describe what students will say, do, make, or write to demonstrate they are progressing toward meeting the ELA/Literacy and ELD goals. Performance criteria should be clearly communicated to the students in advance of the assessment.

Positive behavior support⁸²

Evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. Educators and practitioners provide a continuum of academic, behavioral, social, and emotional support matched to students' needs. We describe this continuum across three tiers of support.

- Tier 1: Universal, Primary Prevention (All). Tier 1 systems, data, and practices support everyone—students, educators, and staff—across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust and differentiated, and enables most (80% or more) students to experience success.
- Tier 2: Targeted, Secondary Prevention (Some). In addition to Tier 1 foundation, students receiving Tier 2 supports get an added layer of systems, data, and practices targeting their specific needs. On average, about 10–15% of students will need some type of Tier 2 support.
- Tier 3: Intensive and Individualized, Tertiary Prevention (Few). At most schools and programs, there are a small number (1–5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At Tier 3, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not.

Productive

Relating to the creation of oral presentations and written texts.

⁸² <https://pbisca.org/executive-summary>

Progress monitoring

Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction. Progress monitoring may be used for individual students, small learning groups, and/or for an entire class. Progress monitoring may include formative/informal, student self-, and summative/formal assessment strategies.

Purposeful

Being thoughtful in the selection of your teaching strategies and assessments in a way that supports the specific students in your classroom and the learning goals of the lesson.

Reclassified English learner

Reclassification⁸³ is the process whereby a student is reclassified from English learner (EL) status to fluent English proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

State and federal laws require Local Education Agencies (LEAs) to monitor students who have exited EL status for a period of four years after they have RFEP status (20 United States Code Section 6841[a][4][5]; Title 5 California Code of Regulations [5 CCR] Section 11304). After students have exited an EL program through the locally approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that

- the students have not been prematurely exited;
- any academic deficit they incurred as a result of learning English has been remedied; and
- the students are meaningfully participating in the standard instructional program comparable to their English-only peers.

Redacted

Edited especially in order to obscure or remove sensitive/personally identifiable information (text) from a document.

Rubric

A tool for scoring student work or performances, typically in the form of a table or matrix, with qualitative criteria that describe the multiple levels of student performance. The performance being scored by a rubric may be given an overall score (holistic rubric scoring), or criteria may be scored individually (analytic rubric scoring). Rubrics may also be used for communicating expectations for performance.

⁸³ <https://www.cde.ca.gov/sp/ml/reclassification.asp>

Scaffolding

Refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support⁸⁴ that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

Screenings

Screenings are conducted with all students in their general education classrooms as part of the typical instruction. Screenings may include checklists, work samples, curriculum-based assessment tools, and informal or formal standardized achievement tools. The use of a schoolwide, multi-tiered system of support may assist educators in determining whether individual students require more intensive interventions. A screening is not a diagnostic assessment.⁸⁵

Second language (L2)

The student's second language.

Self-advocacy

The ability to understand and effectively communicate one's needs to others.

Self-determination

A person's ability to control their own destiny. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead children or individuals to set goals for themselves and to take the initiative to reach these goals.

Social-emotional development

Includes the student's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005). It encompasses both intrapersonal and interpersonal processes.

Social identity

The cultural identities of students⁸⁶ are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000):

⁸⁴ <https://www.edglossary.org/academic-support/>

⁸⁵ [California Dyslexia Guidelines - Announcements & Current Issues \(CA Dept of Education\)](#)

⁸⁶ Savage, S. (2005). The cultural identity of students: what teachers should know. Retrieved from https://www.redorbit.com/news/education/246708/the_cultural_identity_of_students_what_teachers_should_know/

ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

SST

SST stands for Student Study Team or Student Success Team. A team of educators convened at the request of a classroom teacher, parent, or counselor, that designs in-class interventions to meet the needs of a particular student prior to a special education referral or development of an IEP.⁸⁷

Student group

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

Student self-assessment

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

Summative assessment

Summative assessments are used to evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period. Summative assessments are based on specific criteria for evaluating student learning goals. Often these criteria are reflected in a rubric shared with the students prior to the assessment. In summative assessments for students in TK–3, observational and oral responses are developmentally appropriate assessment strategies for students and children who are not yet independently reading. This type of assessment is referred to as an assessment of learning.

Supplemental support

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of, universal supports and are available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress-monitoring assessments.⁸⁸

⁸⁷ [Overview of Special Education in California](#)

⁸⁸ <https://ocde.us/MTSS/Pages/Continuum-of-Support.aspx>

Support personnel

An adult who collaborates, coordinates, and/or communicates with the teacher to work together toward a common goal of implementing specific aspect(s) of an activity(-ies) for a student or group of students. These individuals may or may not be certified and/or trained and could include family/guardians, community members, and/or volunteers. See also [“instructional support personnel.”](#)

Supportive learning environment

Supportive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

Systematic literacy instruction

The organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult.

SB 488 adds that “direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

- (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
- (ii) A strong literature, language, and comprehension component with a balance of oral and written language.
- (iii) Ongoing diagnostic techniques that inform teaching and assessment.
- (iv) Early intervention techniques.
- (v) Guided practice in a clinical setting.

Targeted intervention

Intervention for a student that is planned after considering instruction and assessment data when the student does not meet the learning goals.

Think-pair-share

A collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention, and engage students in comprehending the reading material.

Timestamp

A timestamp is a sequence of characters or encoded information identifying when a certain event occurred, usually giving date and time of day, sometimes accurate to a small fraction of a second.

Transfer

See “[generalization](#).”

Twice-exceptional

Also referred to as “2e,” this term is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria. These disabilities may include specific learning disabilities (SpLD), speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other impairments such as attention deficit hyperactivity disorder (ADHD).⁸⁹

Universal Design for Learning (UDL)⁹⁰

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

Well-being

The state of being comfortable, healthy, or happy.

⁸⁹ National Association for Gifted Children
<https://nagc.org/store/viewproduct.aspx?id=21022626&hhSearchTerms=%22twice+and+exceptional-+and+students%22>

⁹⁰ <https://udlguidelines.cast.org>