



**CalTPA**  
California Teaching  
Performance Assessment



# Performance Assessment Guide

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## Single Subject Instructional Cycle Directions and Rubrics

### **FIELD TEST MATERIALS**

This document is to be used for the CalTPA field test and is valid October 2017 through April 16, 2018.

Future CalTPA materials will fully supersede all instructions, statements, and positions contained in this field test document.

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# Acknowledgments

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

# Introduction to CalTPA Instructional Cycles

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

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

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

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

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

- ❖ **Instructional Cycle 1: Learning About Students and Planning Instruction**
- ❖ **Instructional Cycle 2: Assessment-Driven Instruction**

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

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

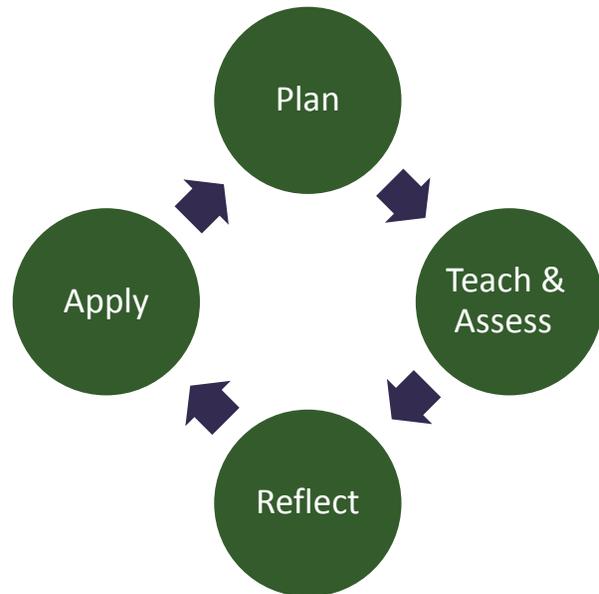
The two instructional cycles were developed to build on each other, but may be completed independently and in any order deemed appropriate by a preparation program.



## Instructional Cycle 1: Learning About Students and Planning Instruction

## Overview

Instructional Cycle 1 represents a complete teaching cycle (*plan, teach and assess, reflect, and apply*) for one content-specific lesson that you will develop and teach within a school placement. Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, you will demonstrate how you select an appropriate [learning objective\(s\)](#), determine what you expect your students to learn and how you will assess that learning, and develop [content-specific activities and instructional strategies](#) to develop your students' thorough understanding of the content you are teaching. This cycle also focuses on how you monitor student understanding during the lesson and make appropriate [accommodations](#) to support individual student learning needs. As you teach and video-record the lesson, you will demonstrate how you establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources, materials, and tools, including [educational technology](#) and [assistive technologies](#) as appropriate, to enhance content-specific learning.



Instructional Cycle 1 includes four steps:

- ❖ **Step 1: Plan.** Gather information about one class of TK–12 students, identify an appropriate content focus, and develop a lesson plan based on the applicable [California state standards](#). Describe the assets and learning needs of the class as a whole and for 3 focus students who may need accommodations in your lesson plan in order to support their learning.
- ❖ **Step 2: Teach and Assess.** Teach the planned lesson to students and video-record the lesson. Select and annotate clips from the video to illustrate specific teaching practices and instructional strategies of the lesson. Provide written rationales for how you engage students in content-specific higher order thinking; create a positive and safe learning environment; set expectations for learning; monitor for student understanding; and support the 3 focus students.

- ❖ **Step 3: Reflect.** Explain what you learned from planning, teaching, and assessing student learning during the lesson. How successful were you in drawing from student assets and needs to plan an appropriate, relevant, and rigorous content-specific lesson for your whole class? What did you need to do, if anything, to accommodate your 3 focus students? What next instructional steps will you take to support student learning?
- ❖ **Step 4: Apply.** Explain what you learned about your teaching and student learning by completing this instructional cycle. How will you advance your teaching practice in the future to support your students' learning?

Across the entire instructional cycle of planning, teaching and assessing, reflecting, and applying, you will demonstrate your ability to address learning needs for 3 focus students:

1. a student identified as an [English learner](#) (If there are no identified English learners in your classroom, select a student who was redesignated recently or select a student who needs support for his or her language development.)
2. a student identified by the district/school with an [IEP](#) or a [504 plan](#) or a student identified for [GATE](#)
3. a student who has had life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support (including, but not limited to, a student who has experienced challenges in the home, community, or school as a result of illness, loss of parents, divorce, trauma, bullying, homelessness, poverty, incarceration, or a result of their needs as a Standard English learner, a migrant student, a self-identified [LGBTQ+](#) student, or a student in foster care)

## Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 1: Plan</b> (templates provided)</p>	<ul style="list-style-type: none"> <li>• Gather contextual information, including students’ assets and needs for the whole class and for each of the 3 focus students.</li> <li>• Use California state standards, <a href="#">content-specific pedagogy</a>, and knowledge of your students to develop one lesson plan.</li> <li>• Explain how the lesson plan addresses the content-specific academic <a href="#">achievement levels</a> and learning needs of your students and is informed by relevant student assets.</li> <li>• Provide no more than 10 pages of key instructional resources and/or materials related to the lesson plan (e.g., handouts, slides, student text).</li> </ul>	<ul style="list-style-type: none"> <li>• Written Narrative: Getting to Know Your Students</li> <li>• Lesson Plan</li> <li>• Written Narrative: Lesson Plan Rationale</li> <li>• Related Instructional Resources and Materials</li> </ul>
<p><b>Step 2: Teach and Assess</b></p>	<ul style="list-style-type: none"> <li>• Teach the planned content-specific lesson to your students within the school placement.</li> <li>• Video-record the full lesson. Select 3 video clips that show (1) expectations for learning being set (up to 5 minutes); (2) student activities and instructional strategies (up to 8 minutes), and; (3) next steps for learning (up to 3 minutes).</li> <li>• Provide <a href="#">annotations</a> for the video clips that include a title and brief rationale for the teaching practices recorded. Annotation titles include: <ul style="list-style-type: none"> <li>• Engaging Students in Content-Specific Higher Order Thinking</li> <li>• Creating a Positive Learning Environment</li> <li>• Expectations for Learning</li> <li>• Monitoring for Student Understanding</li> <li>• Supporting 3 Focus Students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 3 Annotated Video Clips</li> </ul>
<p><b>Step 3: Reflect</b> (template provided)</p>	<ul style="list-style-type: none"> <li>• Provide responses to prompts that describe how successful you were in using student assets and needs to plan an appropriate, relevant, and rigorous content-specific lesson for your whole class and for 3 focus students. Cite evidence from Steps 1 and 2 and describe next instructional steps for your students.</li> </ul>	<ul style="list-style-type: none"> <li>• Written Narrative: Reflection on What You Learned</li> </ul>
<p><b>Step 4: Apply</b> (template provided for written narrative only)</p>	<ul style="list-style-type: none"> <li>• Provide responses to prompts regarding how what you learned through completing this assessment cycle will advance your teaching practice, and describe next instructional steps for your students.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative (written or video): Application of What You Learned</li> </ul>

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## Step 1: Plan

### I. Getting to Know Your Students

#### 1. Contextual Information for the Class

Directions: Provide information about your classroom context and your students.

- a. grade level(s)
- b. content area or course name
- c. topic of lesson
- d. classroom setting ([face-to-face](#), online, [combination](#))
- e. resources, materials, and tools, including educational technology and assistive technologies available in the classroom/school
- f. number of students
- g. number of students:
  - with an IEP
  - with a 504 plan
  - identified for GATE
- h. number of identified English learners
- i. number of Standard English learners
- j. dual-language setting, if applicable:
  - bilingual
  - one-way immersion
  - two-way immersion

#### 2. Description of Students' Assets and Needs (Whole Class)

Directions: Consult with your master, mentor, or supervisory teacher; with additional school personnel; and with families, as needed, to locate information about the backgrounds and learning needs of your students (e.g., what information do you need to know about your students to plan activities to engage them in learning that is meaningful to them and builds on the cultural and linguistic resources they bring to the class). Collect and review student work and available [assessment](#), test, or survey data, and talk to and/or observe students to learn about the class's range of academic strengths and learning needs. You will use this information to establish content-specific learning goals for the lesson you will plan and teach for this instructional cycle.

Directions: Describe the following assets and needs for your whole class:

- a. prior academic knowledge related to the specific content you plan to teach
- b. [English language proficiency](#) levels (standard English learners and English learners)
- c. [social-emotional development](#)<sup>1</sup>
- d. cultural and linguistic resources and [funds of knowledge](#)
- e. socioeconomic background
- f. prior experiences and interests
- g. developmental considerations (typical and atypical)
- h. experience using educational technology or assistive technologies inside and outside the classroom

## II. Focus Students

### 1. Selection of 3 Focus Students From Your Class

**Focus Student 1:** Choose a district-identified English learner. This can be an English learner at any [CELDT/ELPAC](#) level. If you have only redesignated English learners in your class, you may select one of them or select a student who needs support for his or her language development.

**Focus Student 2:** Choose a student taught in the general education classroom (i.e., not pulled out for instruction during the lesson for the content you will teach) who the district has identified as having a disability with an IEP or a 504 plan or a student identified for GATE that will be participating in the lesson.

**Focus Student 3:** Choose a student who has had life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support (including, but not limited to, a student who has experienced challenges in the home, community, or school as a result of illness, loss of parents, divorce, trauma, bullying, homelessness, poverty, incarceration, or as a result of their needs as a Standard English learner, a migrant student, a self-identified LGBTQ+ student, or a student in foster care).

While you must choose 3 different students, Focus Student 2 and Focus Student 3 may also be English learners who meet the respective criteria. To protect the privacy of the focus students,

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<sup>1</sup> 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 and others 2005). It encompasses both intra-personal and interpersonal processes.

refer to these students throughout your submitted evidence as Focus Student 1 (FS1), Focus Student 2 (FS2), and Focus Student 3 (FS3).

## 2. Description of the Focus Students' Assets and Needs

Directions: Describe the assets and needs in the prompts below for each of your 3 focus students.

### Focus Student 1

- a. current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language
- b. prior academic knowledge related to the content you plan to teach
- c. social-emotional development
- d. social identity (as defined by the portion of the students' self-concept derived from a perceived membership in a social group) that may include race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin
- e. cultural and linguistic resources and funds of knowledge
- f. prior experiences and interests
- g. developmental considerations (typical and atypical)

### Focus Student 2

- a. learning challenge (identified disability and IEP goals, focus of 504 plan or MTSS support, or need for greater instructional challenge through GATE)
- b. prior academic knowledge related to the content you plan to teach
- c. social-emotional development
- d. social identity (as defined by the portion of the students' self-concept derived from a perceived membership in a social group) that may include race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin
- e. cultural and linguistic resources and funds of knowledge
- f. prior experiences and interests
- g. developmental considerations (typical and atypical)
- h. assistive technologies as appropriate

### Focus Student 3

- a. life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support (including, but not limited to, challenging experiences in the home, community, or school as a result of illness, loss of parents, divorce, trauma, bullying, homelessness, poverty, incarceration, or needs as a Standard English learner, a migrant student, a self-identified LGBTQ+ student, or a student in foster care)
- b. prior academic knowledge related to the content you plan to teach
- c. social-emotional development
- d. social identity (as defined by the portion of the students' self-concept derived from a perceived membership in a social group) that may include race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin
- e. cultural and linguistic resources and funds of knowledge, and interests
- f. developmental considerations (typical and atypical)

### III. Lesson Plan

Directions: Use knowledge about your students to establish content-specific learning objective(s) and develop one lesson plan. You may use any lesson plan format (e.g., the format used by your teacher preparation program or by the school or district where you are student teaching/teaching) that includes the following components. Provide a time estimate for each component of your lesson.

#### What are you planning to teach in the lesson?

1. Content to be taught and relevant California state standard(s)
2. Learning objective(s) for this lesson. Identify where and how this lesson fits in the larger unit of instruction and what you expect students to learn from this lesson.

#### How will you know whether students learn what you are planning to teach?

3. Assessment (informal and/or formal) you will use to determine if students are meeting the learning objective(s)

#### How will you structure learning activities?

4. Design of student learning activities that are challenging, engaging, and accessible to support students to achieve the learning objective(s)
5. Plan for student grouping during the lesson: how you will group students and manage group work (whole group, small group, pairs, or individual) to support student learning

### How will you plan your instruction to support learning through these activities?

6. Instructional strategies to support student learning during the lesson (e.g., explaining, modeling, scaffolding, asking questions that guide a discussion, providing instructions to guide an activity)
7. Resources, materials, tools, and/or educational technology you will use to teach the lesson
8. Accommodations, including, as appropriate, assistive technologies, to support individual student learning needs beyond the [UDL](#) supports you have built into the lesson

## IV. Lesson Plan Rationale

Directions: Thinking about the class context information and students' assets and needs, briefly respond to the prompts below to explain how the lesson plan is informed by and addresses the academic achievement levels, cultural and linguistic resources, and backgrounds of your students.

1. **Prior Academic Knowledge:** Explain how the lesson plan builds on students' prior academic knowledge related to the content-specific learning objectives selected for the lesson.
2. **Designing Learning Activities:** Explain why you selected the learning activities in this lesson and how they will increase engagement with and access to learning for the students you are teaching.
3. **Designing Instructional Strategies:** Explain why you will use specific instructional strategies and how they will support student engagement with and access to learning for the students you are teaching (e.g., explaining, modeling, scaffolding, asking questions that guide a discussion, providing instructions to guide an activity).
4. **Academic Rigor:** Explain how the lesson plan provides learning activities that engage students in higher order thinking and applications of concepts or skills to purposefully advance their understanding of the specific content.
5. **Language Demands of the Lesson:** Describe the language demands of the lesson and the ways in which you planned for and addressed the academic language development needs of the students you are teaching, including English learners and Standard English learners. What language demands does the lesson require in order for students to access and engage in the content? What vocabulary is necessary? What is the difficulty level of text or materials needed for the lesson? How did this information shape your lesson plan?
6. **Organization of Student Work:** Explain your rationale for grouping students in this lesson—whole group, small group, pairs, individual—and why you think this will support their learning.

7. **Student Assets and Needs:** Explain how the lesson plan incorporates or builds on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests.
8. **Social-Emotional Development Considerations:** Explain how the lesson plan addresses the social-emotional development of your students.
9. **Resources, Materials, Tools, and/or Educational Technology to Support Learning:** Explain why you chose particular resources, materials, tools, and/or educational technology to support student learning in this lesson.
10. **Focus Students:** Explain how the lesson plan addresses individual needs of focus students, including as appropriate, assistive technologies, and provides inclusive learning opportunities (if relevant, may include an explanation of additional support that occurs outside the classroom) to engage fully with the content of the lesson for the
  - a. English language development of Focus Student 1,
  - b. IEP, 504, GATE, or other identified learning goals of Focus Student 2, and
  - c. social-emotional development or academic learning needs of Focus Student 3

## V. Related Instructional Resources and Materials

Directions: Submit no more than 10 pages of samples of key instructional materials or resources (e.g., handouts, PowerPoint slides, assignments and/or directions, one-paragraph description of text students read) needed to clarify and/or illustrate the lesson plan.

### Evidence to Be Submitted

#### ❖ **Written Narrative: Getting to Know Your Students**

Contextual Information for the Class

Description of Students' Assets and Needs (whole class)

Description of Focus Students' Assets and Needs

#### ❖ **Lesson Plan**

#### ❖ **Written Narrative: Lesson Plan Rationale**

#### ❖ **Related Instructional Resources and Materials**

## Step 1 Rubrics

### Rubric 1.1 — Step 1: Plan

**Essential Question:** How does the candidate choose appropriate learning objective(s) and develop assessments, learning activities, and content-specific instructional strategies that are engaging, challenging, and accessible for all students in the classroom placement?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s lesson plan includes objective(s) that are not based on students’ prior content knowledge, and modeling or scaffolding is not clearly described or is not appropriate.</p> <p>Student grouping is not determined and/or rationale for grouping is not provided.</p> <p>Assessment is not included and/or is not purposefully connected to content-specific learning objective(s).</p>	<p>Candidate’s learning objective(s) in the lesson plan are loosely based on students’ prior content knowledge and modeling or scaffolding is not clearly described.</p> <p>Student grouping may not be conducive to the type of lesson being planned and/or reasonable rationale is not provided.</p> <p>Assessment checks for rote knowledge of content or is only partially connected to content-specific learning objective(s).</p>	<p>Candidate’s lesson plan includes manageable learning objective(s) that build on students’ prior content knowledge.</p> <p>Lesson plan includes learning activities that are appropriately engaging, challenging, and/or accessible for students.</p> <p>Planned content-specific instructional strategies include modeling and scaffolding that will help students reach the expectations embedded in the learning activities.</p> <p>Candidate describes how students will be organized for learning (whole group, small groups, pairs, individually) and provides a reasonable rationale that supports this organizational approach.</p>	<p><b>All of Level 3, plus:</b></p> <p>Content-specific learning activities include clear and accurate representations of the concepts that are connected to students’ prior content knowledge and experience and are engaging, challenging, and accessible for students.</p> <p>Accommodations are included to support individual students during the lesson <b>OR</b> rationale is provided that explains why accommodations are not appropriate.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate’s lesson plan is purposefully designed to provide for an inclusive learning environment where all students clearly have equal access to content by engaging in challenging learning activities.</p> <p>Students independently facilitate their own work either in a whole group, small group, pairs, or individually.</p>

		Lesson plan describes the assessment they will use to know that students are meeting the content-specific learning objective(s).		
<p><b>TPE and Element:</b> TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 3, 6; TPE 4, Elements 1, 4, 7; TPE 5, Element 1; TPE 6, Element 5</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• Written Narrative: Getting to Know Your Students (Description of Students’ Assets and Needs [whole class])</li> <li>• Lesson Plan</li> <li>• Written Narrative: Lesson Plan Rationale</li> <li>• Related Instructional Resources and Materials</li> </ul> <p><a href="#">Content-Specific Pedagogy Appendix</a></p>				

## Rubric 1.2 — Step 1: Plan

<b>Essential Question:</b> How does the candidate plan instruction using knowledge of students' assets and needs* to support students' meaningful engagement with the content-specific lesson objective(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate plans a lesson that refers to students' assets or needs* but does not make a connection to content-specific lesson objective(s).</p> <p><b>AND/OR</b></p> <p>Candidate primarily displays deficit thinking in relation to students or to their capacity to achieve the lesson objective(s).</p>	<p>Candidate plans a lesson with minimal attention to students' relevant assets and needs* that are related to content-specific lesson objective(s).</p> <p>It is unclear that the lesson will support individual students to engage in active or meaningful ways with the content being taught.</p>	<p>Candidate plans a lesson that is clearly informed by relevant student assets and needs and is related to content-specific lesson objective(s).</p> <p>The lesson is designed to engage students in active and meaningful ways with the content being taught.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate's lesson plan specifically addresses individual student learning needs and provides scaffolding or other accommodations, including extension opportunities to support students to engage in active and meaningful ways with the content being taught.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate plans a lesson that purposefully creates an inclusive environment for active engagement in meaningful learning for the whole class and for individual students.</p>
<p><b>TPE and Element:</b> TPE 1, Element 1; TPE 3, Elements 2, 3; TPE 4, Elements 1, 4, 5; TPE 5, Element 1</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• Written Narrative: Getting to Know Your Students (Description of Students' Assets and Needs [whole class])</li> <li>• Lesson Plan</li> <li>• Written Narrative: Lesson Plan Rationale</li> <li>• Related Instructional Resources and Materials</li> </ul>				

\* For example: students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests

## Rubric 1.3 — Step 1: Plan (Focus Student 1—English Learner)

<b>Essential Question:</b> How does the candidate plan instruction using knowledge of FS1’s (English Learner) assets and needs* to support meaningful engagement with the content-specific lesson objective(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s plan does not take into account the reading, writing, listening, or speaking requirements of the content taught in the lesson <b>AND/OR</b> primarily displays deficit thinking in relation to FS1.</p> <p><b>OR</b></p> <p>Lesson does not require FS1 to engage with content at the same level of complexity as other students.</p> <p>Candidate does not connect knowledge of FS1 assets and needs to the lesson.</p>	<p>Planned supports and/or accommodations minimally connect FS1’s assets or learning needs to the expected reading, writing, listening, or speaking abilities required of the content taught in the lesson.</p> <p><b>OR</b></p> <p>Lesson as planned will provide FS1 with limited access to the core content of the lesson.</p>	<p>Candidate’s plan provides appropriate supports and/or accommodations to support FS1 to access core content of the lesson through required reading, writing, listening, or speaking.</p> <p>Candidate explains how language supports and accommodations during the lesson support FS1’s progress toward meeting lesson objective(s).</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate plans opportunities for FS1 to participate in one or more different modes of communication (e.g., collaborative, interpretive, and/or productive language) during the lesson.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate plans a lesson that purposefully creates an inclusive environment to support FS1’s content-specific learning through reading, writing, listening, or speaking as part of the whole class community.</p>
<p><b>TPE and Element:</b> TPE 1, Elements 1, 6; TPE 3, Elements 1, 2, 5, 6; TPE 4, Elements 1, 4, 7; TPE 5, Elements 2, 6, 7, 8</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• Written Narrative: Getting to Know Your Students (Description of Focus Student 1’s Assets and Needs)</li> <li>• Lesson Plan</li> <li>• Written Narrative: Lesson Plan Rationale</li> <li>• Related Instructional Resources and Materials</li> </ul>				

\* For example: prior academic knowledge; social-emotional development; social identity; cultural and linguistic resources and funds of knowledge; prior experiences and interests; developmental considerations; proficiency in reading, writing, speaking, and listening

## Rubric 1.4 — Step 1: Plan (Focus Student 2—Student with identified special needs)

<b>Essential Question:</b> How does the candidate plan instruction using knowledge of FS2’s (student with identified special needs) assets and needs* to support meaningful engagement with the content-specific lesson objective(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not connect knowledge of FS2’s assets, needs, or IEP/504/GATE goals to lesson plan <b>AND/OR</b> primarily displays deficit thinking in relation to FS2.</p> <p><b>OR</b></p> <p>Candidate reduces the rigor of learning activities and instructional strategies in ways that limit student access to learning.</p> <p>Planning for gifted students only includes additional, similar work and does not expand or extend their developmental or academic learning.</p>	<p>Planned accommodations do not attend to IEP/504/GATE goals or are not closely tied to identified needs between FS2’s current developmental or academic abilities and the learning demands of the lesson.</p> <p><b>OR</b></p> <p>Candidate’s plan includes limited scaffolding, support(s), or accommodations to address learning needs of FS2 during the lesson.</p>	<p>Planned accommodations and strategies for monitoring learning attend to IEP/504/GATE goals and identified needs between FS2’s current developmental or academic abilities and the demands of the lesson.</p> <p>Candidate provides a reasonable rationale that supports their plan for scaffolding of activities and strategies to accommodate FS2’s learning needs.</p>	<p>Planned accommodations and strategies for monitoring learning attend to IEP/504/GATE goals, build on student’s assets, and are tied to identified needs between FS2’s current developmental or academic abilities and the demands of the lesson.</p> <p>Candidate articulates how plans build on FS2’s assets and why scaffolding, support(s), or accommodations of activities and strategies will support FS2 during the lesson.</p>	<p><b>All of Level 4, plus:</b></p> <p>Candidate plans a lesson that purposefully creates an inclusive environment to support FS2’s content-specific learning as part of the whole class community.</p>
<p><b>TPE and Element:</b> TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 5, 6; TPE 4, Elements 1, 2, 4, 5; TPE 5, Elements 2, 6, 8</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• Written Narrative: Getting to Know Your Students (Description of Focus Student 2’s Assets and Needs)</li> <li>• Lesson Plan</li> <li>• Written Narrative: Lesson Plan Rationale</li> <li>• Related Instructional Resources and Materials</li> </ul>				

\* For example: prior academic knowledge; social-emotional development; social identity; cultural and linguistic resources and funds of knowledge; prior experiences and interests; developmental considerations; assistive technologies; learning challenge identified IEP goals; focus of 504 plan or MTSS support; or need for greater challenge through GATE

## Rubric 1.5 — Step 1: Plan (Focus Student 3—Student with academic/emotional support needs due to life experiences inside or outside of school)

**Essential Question:** How does the candidate plan instruction using knowledge of FS3’s\* assets and needs\*\* to support meaningful engagement with the content-specific lesson objective(s) and address well-being by creating a safe and positive learning environment during or outside of\*\*\* the lesson?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s support during or outside of the lesson provides limited support for FS3 to address their need for a safe and positive, inclusive environment <b>AND/OR</b> primarily displays deficit thinking in relation to FS3.</p> <p><b>OR</b></p> <p>Activities or strategies are reduced in rigor or are inappropriate in ways that could expose student vulnerability or undermine a safe learning environment.</p> <p>Candidate demonstrates inaccurate understanding of FS3’s needs and how to ensure a safe and positive environment for learning.</p>	<p>Planned activities and/or strategies and assessment during or outside of the lesson may be responsive to the life experience(s) of FS3, but it is not clear that the supports contribute to establishing a safe and positive environment and promote FS3’s well-being.</p> <p>Candidate minimally connects knowledge of FS3’s assets and needs to selection of activities, strategies, and informal assessment <b>OR</b> provides a superficial understanding of student needs and how to create a safe and positive environment for learning during or outside of the lesson.</p>	<p>Planned activities, strategies, and assessment during or outside of the lesson are generally responsive to the life experience(s) of FS3 and are designed to provide a safe and positive learning environment, promote FS3’s well-being, and support FS3’s progress toward meeting the content-specific lesson objectives(s).</p> <p>Candidate provides a sound rationale explaining why activities, strategies, and informal assessment are likely to be responsive to FS3’s life experience(s), connected to their needs, and effective in supporting their learning during or outside of the lesson.</p>	<p>Plan provides detailed and scaffolded activities, strategies, and assessment during or outside of the lesson that are specifically responsive to the particular needs of FS3 and are purposefully designed to provide a safe and positive learning environment, and promote FS3’s well-being and meaningful engagement in the content-specific lesson objective(s).</p> <p>Candidate’s rationale clearly explains why activities, strategies, and informal assessment are responsive to FS3’s life experience(s) and are supportive of their needs, and candidate focuses on providing a safe, positive, and productive environment for learning during or outside of the lesson.</p>	<p><b>All of Level 4, plus:</b></p> <p>Candidate plans a lesson that purposefully creates an inclusive environment to support FS3’s content-specific learning as part of the whole class community.</p> <p>Candidate’s rationale cites evidence-based practice to clearly explain why activities, strategies, and informal assessment are responsive to FS3’s life experience(s) and are supportive of FS3’s learning needs, and candidate provides a safe, positive, and productive environment for learning during or outside of the lesson.</p>

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

**Primary Sources of Evidence:**

- Written Narrative: Getting to Know Your Students (Description of Focus Student 3's Assets and Needs)
- Lesson Plan
- Written Narrative: Lesson Plan Rationale
- Related Instructional Resources and Materials

\* FS3 is a student who has had life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support (including, but not limited to, challenging experiences in the home, community, or school as a result of illness, loss of parents, divorce, trauma, bullying, homelessness, poverty, incarceration, or needs as a Standard English learner, a migrant student, a self-identified LGBTQ+ student, or a student in foster care).

\*\* For example: prior academic knowledge, social-emotional development, social identity, cultural and linguistic resources and funds of knowledge, prior experiences and interests, and developmental considerations

\*\*\* Describe any additional supports that you provide to FS3 that occur outside of the lesson being taught in Cycle 1.

## Rubric 1.6 — Step 1: Plan (Academic Language Development)

**Essential Question:** How does the candidate’s plan provide opportunities through content-specific instructional strategies, activities, and assessment for students to develop academic language in relation to the content-specific learning objective(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate’s plan does not identify the language demands of the content-specific lesson or vocabulary/terminology that may be problematic for students as they participate in the lesson.	Candidate’s plan is vague with respect to identified potential language demands of the content-specific lesson.  Candidate’s plan provides limited description of how academic language demands will be met, how the concepts and terminology will be taught, and how texts will be made accessible for all students.	Candidate’s plan identifies the language demands of the lesson specific to the core content being taught and anticipates the ways in which students may struggle with content-specific vocabulary/terminology.  Candidate describes how texts will be made accessible for all students.	<b>All of Level 3, plus:</b>  Candidate attends to both the level and complexity of text in materials as well as the conceptual and vocabulary/terminology demands and identifies key vocabulary/terminology to be developed in the lesson.  Candidate identifies and describes plan to teach essential vocabulary/terminology for students to actively engage in the content-specific lesson.	<b>All of Levels 3 &amp; 4, plus:</b>  Specific activities, strategies, informal assessment, and resources/materials are identified and tailored to address the range of students’ proficiency in academic language.

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

**Primary Sources of Evidence:**

- Lesson Plan
- Written Narrative: Lesson Plan Rationale
- Related Instructional Resources and Materials

[Content-Specific Pedagogy Appendix](#)

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## Step 2: Teach and Assess

### I. Record Implementation of the Planned Lesson and Select Video Clips

Directions: Teach and record the entire planned lesson, then review the video and select **3 video clips** that demonstrate the following:

- **Video Clip 1 Setting Expectations for Learning (up to 5 minutes):** portion of lesson that establishes a positive classroom environment and establishes learning expectations for the content of the lesson (e.g., setting clear expectations, framing the lesson, creating a safe and welcoming environment, greeting students, establishing central question(s) and/or lesson hook, engaging students, establishing positive rapport)
- **Video Clip 2 Student Activities and Instructional Strategies (up to 8 minutes):** you and the students actively engaged in activity(ies), strategy(ies), and assessment that reflect content-specific higher order thinking (e.g., inquiry processes, problem solving, teacher and student discussions that advance understanding of the content, analysis of ideas, connecting ideas, peer-to-peer interactions, critique of student work, guided small group work, collaborative learning activities, opportunities to be creative, activities that encourage student voice, academic language development, use of educational technology or assistive technologies)
- **Video Clip 3 Next Steps for Learning (up to 3 minutes):** portion of the lesson that demonstrates how you summarized and checked for understanding of the content-specific learning objective(s), and set expectations for student learning by clarifying next steps for learning the content and answering questions

#### IMPORTANT NOTE:

Each video clip must be **continuous and unedited**.

### II. Annotate the Video Clips

Directions: Across the 3 video clips, provide annotations to demonstrate your instruction with the following annotation titles:

#### Annotation Titles:

##### Engaging Students in Content-Specific Higher Order Thinking

Explain why you implemented the learning activities and used the instructional strategies (e.g., resources, materials, tools, and/or educational technology) to provide access and engage students in challenging content-specific learning.

### **Creating a Positive Learning Environment**

Explain why you chose the strategies you used to establish a positive and safe learning environment.

### **Expectations for Learning**

Explain how you established and maintained expectations for learning throughout the lesson.

### **Monitoring for Student Understanding**

Explain your assessment practices and how you checked for understanding of the content-specific objectives throughout the lesson.

### **Supporting Focus Students**

Explain why you provided the supports and/or accommodations for your focus students to access and engage them in learning the content-specific objectives of the lesson.

#### **Annotations**

The annotations are brief text explanations attached to specific points in the video clips (the *where*). For each annotation, include one of the titles listed to identify the focus of your explanation (the *what*). Then provide a brief rationale explaining the decisions that you made in your teaching practice (the *why*). **Each annotation title must be used at least once across the 3 video clips.** If appropriate, you may use annotation titles multiple times (e.g., two video clips could have evidence of how you created a positive and safe learning environment).

### **Evidence to Be Submitted**

- ❖ **3 Annotated Video Clips**

## Step 2 Rubrics

### Rubric 1.7 — Step 2: Teach and Assess

<b>Essential Question:</b> How does the candidate establish clear learning expectations based on an understanding of students' prior knowledge and maintain a positive learning environment* that supports students to access and meet the content-specific lesson objective(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not set clear learning expectations during the opening of the lesson.</p> <p><b>OR</b></p> <p>Candidate does not connect lesson to prior lesson or explain how it fits in the larger unit of instruction.</p> <p>Candidate's annotations do not explain why or how the lesson establishes a positive and safe learning environment <b>OR</b> the strategy does not support students to access or meet the content-specific lesson objective(s).</p>	<p>Candidate sets vague learning expectations during the opening of the lesson and minimally connects lesson to prior learning.</p> <p>Candidate's annotations minimally explain at least one strategy they use and briefly explains why and how this begins to establish a positive and safe learning environment that may support students to access and meet content-specific lesson objective(s).</p>	<p>Candidate sets learning expectations during the opening of the lesson, connects the lesson to prior learning of content, and explains how this lesson fits in the larger unit of instruction.</p> <p>Candidate establishes a positive and safe learning environment to motivate students, maintain focus, provide access, and support their deep learning of content to meet lesson objective(s).</p> <p>Candidate's annotations demonstrate an understanding of how to motivate students to learn.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate's annotations clearly explain what instructional strategy(ies) they use and why these establish a positive and safe learning environment that supports students to meet content-specific lesson objective(s).</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate and students interact with each other through questioning and conversation that demonstrates positive and respectful rapport with each other.</p> <p>Candidate's annotations explain how and why the strategy(ies) they use establish an inclusive environment that supports student learning and equitable access to content.</p>
<p><b>TPE and Element:</b> TPE 2, Elements 2, 3, 5</p> <p><b>Primary Source of Evidence:</b></p> <ul style="list-style-type: none"> <li>3 Annotated Video Clips</li> </ul>				

\* For example: setting clear expectations, framing the lesson, creating a safe and welcoming environment, greeting students, establishing central question(s) and/or lesson hook, engaging students, establishing positive rapport

## Rubric 1.8 — Step 2: Teach and Assess

<b>Essential Question:</b> How does the candidate actively engage students in deep learning of content and monitor/assess understanding?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Instruction and assessment evident in the video clip(s) and annotations demonstrate lack of attention to the levels of student engagement with content and/or classroom management necessary for student learning.</p> <p><b>OR</b></p> <p>There are inaccuracies in presented content.</p>	<p>Instruction and assessment evident in the video clip(s) or annotations require students to engage in primarily lower order thinking about content <b>AND/OR</b> strategies primarily engage students in passive learning of content during the lesson.</p>	<p>Instruction and assessment evident in the video clip(s) and annotations require students to actively engage in higher order thinking about content. Students have opportunities to actively develop their own understandings linked to lesson objective(s).</p> <p>Candidate monitors student learning to check for understanding throughout the lesson.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate helps students connect to prior learning to build deep understanding.</p> <p>Candidate monitors student learning throughout the lesson and adjusts instruction as needed.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Instruction and assessment evident in the video clip(s) and annotations promote inclusion in classroom discourse and/or classroom community.</p> <p>Candidate monitors whole class and individual student learning, and/or language development throughout the lesson, and adjusts instruction as needed.</p>
<p><b>TPE and Element:</b> TPE 1, Element 5; TPE 2, Element 5; TPE 4, Element 4; TPE 6, Element 1</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• 3 Annotated Video Clips</li> <li>• Annotations (Engaging Students in Content-Specific Higher Order Thinking, Creating a Positive Learning Environment, Expectations for Learning, Monitoring for Student Understanding, Supporting Focus Students)</li> </ul> <p><a href="#">Content-Specific Pedagogy Appendix</a></p>				

## Rubric 1.9 — Step 2: Teach and Assess

**Essential Question:** How does the candidate productively incorporate resources, materials, tools, and/or educational technology to enhance student learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not provide opportunity for students to use or access resources, materials, tools, and/or educational technology to support learning.	Candidate makes limited use of resources, materials, tools, and/or educational technology to enhance or extend student learning opportunities.	Candidate’s use of resources, materials, tools, and/or educational technology is relevant to the lesson and enhances student access to and engagement with content to support learning and demonstration of lesson objective(s).	<b>All of Level 3, plus:</b> Candidate provides students the choice of which materials, tools, and/or educational technology to access and engage with content and demonstrate lesson objective(s).	<b>All of Levels 3 &amp; 4, plus:</b> Resources, materials, tools, and/or educational technology use allows students during the lesson to collaborate within and beyond the classroom, accessing additional peers and/or content experts globally.

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

**Primary Sources of Evidence:**

- 3 Annotated Video Clips
- Lesson Plan (from Step 1)
- Written Narrative: Lesson Plan Rationale (from Step 1)

[Content-Specific Pedagogy Appendix](#)

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## Step 3: Reflect

### I. Reflect on What You Learned

Directions: Respond to the prompts below, citing evidence from your submission from Step 1 and/or Step 2 (e.g., narrative, lesson plan, lesson plan rationale, video clips, annotations) for each response.

1. How did your understanding of students' assets and needs inform your ability to effectively plan instruction and support student access to and engagement with the lesson content?
2. For which students were the objective(s), learning activities, instructional strategies, and assessment of the lesson well aligned to provide access to content and support progress toward meeting the lesson objective(s)? Which students needed more support? Cite evidence from the video clips or narratives to support your response.
3. What are your next steps for instruction for your students that would strengthen or continue their learning?

**IMPORTANT NOTE:**

Be sure to cite evidence for each prompt response.

### Evidence to Be Submitted

- ❖ **Written Narrative: Reflection on What You Learned**

## Step 3 Rubric

### Rubric 1.10 — Step 3: Reflect

<b>Essential Question:</b> How does the candidate reflect on planning, teaching, and assessing in terms of what students have learned and what next steps would strengthen or continue their learning?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s reflection provides no connection between student assets and needs and impact on teaching and learning.</p> <p><b>OR</b></p> <p>Candidate does not describe next steps for instruction.</p>	<p>Candidate’s reflection demonstrates a minor or narrow understanding of what they learned about planning, teaching, <b>AND/OR</b> monitoring student learning in regard to students’ assets or needs.</p> <p>Candidate describes next steps for instruction that are unconnected to what was learned about their students.</p>	<p>Candidate’s reflection demonstrates understanding of the importance of allowing students to acquire and demonstrate knowledge in various ways.</p> <p>Candidate connects the importance of knowing students’ assets and needs to student learning, and explains how knowing this information led to the development of instruction that was engaging, challenging, and motivating to learners.</p> <p>Candidate is able to discuss the evidence observed about student learning and describe next instructional steps for the whole class.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate addresses how and why instruction and any <a href="#">adaptations</a> made during the lesson met whole class and individual student needs.</p> <p>Next instructional steps specifically address individual and whole class needs.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate describes next instructional steps for individuals and for the whole class that strengthen or extend their learning and/or connect to other content or real-world experiences.</p>
<p><b>TPE and Element:</b> TPE 6, Element 1</p> <p><b>Primary Source of Evidence:</b></p> <ul style="list-style-type: none"> <li>Written Narrative: Reflection on What You Learned</li> </ul>				

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## Step 4: Apply

### I. Application of What You Learned

Directions: Respond to the prompts below. You have two options for responding: (1) in a written narrative or (2) in a video clip where you record your responses.

1. How did your approach to developing students' academic language support content-specific learning? Provide a rationale for what you would do the same and/or differently in future instruction.
2. How did your accommodations support learning for each focus student to achieve the content-specific learning objective(s)? What would you do the same and/or differently in future instruction to support individual student's identified learning needs?
3. How did your engagement with and completion of Instructional Cycle 1 (plan, teach and assess, reflect, and apply) help develop and/or inform your teaching knowledge, skills, and abilities? Explain how you plan to apply this learning to future instruction for this group of students.

### Evidence to Be Submitted

- ❖ **Narrative (written or video): Application of What You Learned**

## Step 4 Rubric

### Rubric 1.11 — Step 4: Apply

<b>Essential Question:</b> How will the candidate apply what they have learned in Cycle 1 about students’ learning to follow-up instruction to strengthen students’ understanding?				
Level 1	Level 2	Level 3	Level 4	Level 5
Candidate description of future instruction for students is not connected to what was learned by planning, teaching, assessing, and/or reflecting on the lesson taught.	Candidate provides a vague description of future instruction for students that is partially related to understanding language demands of the lesson <b>AND/OR</b> promotion of deep content learning <b>OR</b> minimally describes accommodations implemented to support student learning of future lessons.	Candidate provides a description of future instruction for students that is related to understanding language demands of the lesson and promotion of deep content learning. Candidate describes accommodations needed to support student learning of future lessons.	Candidate provides a detailed description of future instruction for students that is clearly related to understanding language demands of the lesson and promotion of deep content learning. Candidate describes targeted accommodations needed to support whole class and individual student learning of future lessons.	<b>All of Level 4, plus:</b> Candidate describes how to support students in an inclusive, safe, and positive learning environment, ensuring that all students are welcome to be part of the class community.
<b>TPE and Element:</b> TPE 4, Element 4  <b>Primary Source of Evidence:</b> <ul style="list-style-type: none"> <li>Narrative: Application of What You Learned</li> </ul>				

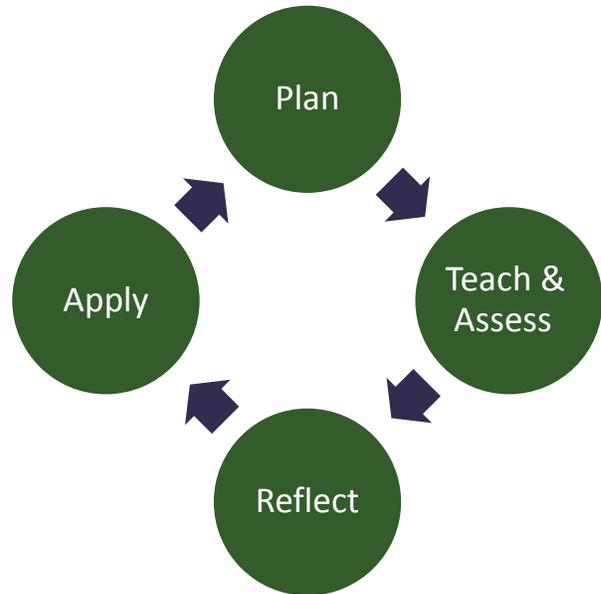


## Instructional Cycle 2: Assessment-Driven Instruction

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## Overview

Instructional Cycle 2 represents a complete teaching cycle (*plan, teach and assess, reflect, and apply*). This cycle emphasizes the interaction between standards, [assessment](#), and instructional decision making. While *standards* describe what students are expected to know, understand, and be able to do, *assessment* is the ongoing process of gathering evidence from multiple sources to determine what each student actually knows, understands, and can demonstrate. Assessment results are then used to improve instruction. Effective assessment will evaluate a student's academic progress, but also may include measures that look at other aspects of their educational development. It provides valid, reliable, and fair data to support high-quality teaching and learning activities for teachers, parents, and students. Assessments help teachers make informed decisions about which curricular goals or strategies need to be strengthened, how [instructional strategies](#) can be modified or expanded depending on what students are understanding or misunderstanding in the course of instruction, and whether or not a particular sequence of instruction has been successful. (For additional information on assessment, refer to the California Department of Education at <http://www.cde.ca.gov/qs/as/>.)



For this instructional cycle, you will develop a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular content area. This sequence of lessons may be part of a longer unit of instruction, and should have a clear starting point and ending point related to a particular [learning goal](#). Your lesson sequence should introduce one or more interconnected concepts within the content area that build students' content knowledge and understanding over time. You will use several types of assessment and student results to support and promote deep learning of content, development of [academic language](#), and engagement of students in the use of higher order thinking. For one class, you will use what you know about your students' assets and needs and learning context to plan and teach a learning segment based on [California state standards](#) using the [content-specific pedagogy](#) of your discipline. Throughout the content-specific learning segment, you will provide feedback to students about their academic performance(s) based on informal assessment(s), student self-assessment, and formal assessment results, and support students to use assessment feedback to advance their understanding.

- ❖ **Informal assessment** refers to 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).
- ❖ **Student self-assessment** and/or reflection 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.
- ❖ **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) of the instruction. Formal assessments use a [rubric](#) and/or clearly defined scoring criteria, 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.

To complete this cycle, you will analyze and reflect on the evidence you observed of student learning of content and development of academic language based on your learning goal(s) and objective(s) to either (a) create a re-teaching activity because students did not demonstrate the learning goal(s) and/or objective(s) of the instruction or (b) create a connecting activity to build on the instruction provided because students did demonstrate the learning goal(s) and/or objective(s) of the instruction. The re-teaching or connecting activity will provide evidence about how you used both informal and formal assessment results to plan further instruction to support and advance student learning.

Instructional Cycle 2 includes four steps:

- ❖ **Step 1: Plan.** Using the Learning Segment Template, develop a plan for a content-specific series of lessons that support the academic and language development needs of your students, including students’ use of [educational technology](#), and describe the assets and learning needs of the class as a whole.

Planned lessons should encourage students to engage in higher order thinking as they develop a deep understanding of the content and academic language. The formal assessment must allow students to demonstrate their understanding of the content through the development of a product, process, or performance. You will use a rubric and/or scoring criteria to assess the qualities of the student work (product, process, or performance) and share the results of your analysis with students through detailed feedback that they will use to advance their learning. Submit a blank copy of one formal

assessment instrument and rubric and/or scoring criteria and your completed Learning Segment Template.

- ❖ **Step 2: Teach and Assess.** Conduct and video-record all instruction and assessment activities and strategies in your learning segment. Select clips that show your assessment strategies embedded in instruction. You will write [annotations](#) for your video clips to provide rationales that describe how and why you
  1. approached teaching to specific learning goal(s) and objective(s);
  2. provided content-specific feedback to students;
  3. monitored student content learning and development of academic language;
  4. selected the assessment strategies to monitor student content learning and use of higher order thinking; and
  5. chose the strategies you used to establish a positive and safe learning environment.
- ❖ **Step 3: Reflect.** For the formal assessment, analyze student product, process, or performance using a rubric and/or scoring criteria. Using the table provided, summarize student results on the formal assessment for the whole class. Also submit 3 student formal assessment responses (product, process, or performance) and your feedback, representing a student who exceeded the learning goal(s), one who met the learning goal(s), and one who has not yet met the learning goal(s).

Reflect on what you discovered about student learning and academic progress based on your analysis of informal and formal assessments, including student self-assessment results. Explain how and why you changed or did not change your instruction to respond to your analysis of student achievement based on multiple informal and formal assessments.

- ❖ **Step 4: Apply.** Based on your analysis of all three types of assessment results, determine if you will teach to the whole class or a group from the class:
  - a. **a re-teaching activity** because students did not demonstrate the content-specific learning goal(s) and/or objective(s) of the instruction

**OR**

  - b. **a connecting activity** to build on the instruction provided because students did demonstrate the content-specific learning goal(s) and/or objective(s) of the instruction.

Describe your plan for the re-teaching or connecting activity. Video-record the re-teaching or connecting activity.

## Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 1: Plan</b> (templates provided)</p>	<ul style="list-style-type: none"> <li>• Provide contextual information about one class you are teaching within a school placement.</li> <li>• Develop a plan for a series of lessons and complete the Learning Segment Template that includes the following:               <ol style="list-style-type: none"> <li>1. learning goal(s) and objective(s)</li> <li>2. description of assessments (informal assessment, student self-assessment, and formal assessment of learning)</li> <li>3. learning activities and instructional strategies, including how you and your students will use educational technology, and how you will develop academic language</li> <li>4. supports and <a href="#">accommodations</a></li> <li>5. how each lesson links to prior learning and/or builds on previous lessons</li> </ol> </li> <li>• Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content-specific learning goal(s) and objective(s).</li> <li>• Provide a blank copy of the formal assessment and scoring rubric/criteria, including definition of proficient student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Written Narrative: Contextual Information</li> <li>• Learning Segment Template</li>   <li>• Written Narrative: Assessment Descriptions</li>   <li>• Blank copy of the formal assessment</li> <li>• Formal assessment rubric and/or scoring criteria</li> </ul>
<p><b>Step 2: Teach and Assess</b> (template provided)</p>	<ul style="list-style-type: none"> <li>• Conduct the instruction and assessment activities in your learning segment.</li> <li>• Video-record your learning segment. Select 3 clips that include (a) instruction and informal assessment and detailed feedback to the whole class, (b) instruction and student self-assessment, with detailed feedback to at least 1 student, and (c) academic language development.</li> <li>• Provide 5 types of annotations for the video clips that include a title and brief rationale for assessment practices recorded. Annotations include:               <ul style="list-style-type: none"> <li>○ Teaching to Specific Goals</li> <li>○ Providing Content-Specific Feedback to Students</li> <li>○ Monitoring Student Content Learning and Development of Academic Language</li> <li>○ Monitoring Student Learning and Use of Higher Order Thinking</li> <li>○ Creating a Positive Learning Environment</li> </ul> </li> <li>• Analyze the informal assessment(s) results for the whole class and individual students</li> </ul>	<ul style="list-style-type: none"> <li>• 3 annotated video clips</li>   <li>• Written Narrative: Analysis of Informal Assessments</li> </ul>

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 3: Reflect</b> (template provided)</p>	<ul style="list-style-type: none"> <li>• Score the formal assessment results (products, processes, or performances) for the whole class.</li> <li>• Select 3 examples of student responses (products, processes, or performances) with your feedback from the formal assessment that demonstrate a range of achievement: a response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s) with feedback to these students.</li> <li>• Analyze student results from the informal and formal assessments used throughout the learning segment.</li> <li>• Reflect on the evidence you observed of student learning and accomplishment of the learning goal(s) and objectives, and describe what you think you would need to do next for individuals and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Scored assessments from 3 students that represent evidence of learning (products, processes, or performances) with rubric and/or scoring criteria feedback</li> <li>• Written Narrative: Analysis of Formal Assessment Results and Reflection</li> </ul>
<p><b>Step 4: Apply</b> (templates provided)</p>	<ul style="list-style-type: none"> <li>• Plan and conduct a follow-up instructional activity based on your analysis of all assessments: either               <ul style="list-style-type: none"> <li>○ a re-teaching activity with a new instructional approach for students who did not achieve the learning goal(s) and/or objective(s)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>○ a connecting activity that builds on what your students demonstrated that they learned.</li> </ul> </li> <li>• Describe how you decided on your instructional approach in the follow-up re-teaching or connecting activity and how that change was informed by your analysis of assessment results.</li> <li>• Video-record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of all assessment results from Steps 2 and 3.</li> <li>• Explain how using multiple types of assessment (informal, student self, peer, and formal assessments) has influenced the teaching and assessment decisions you will make for whole class and individual students as you continue to teach.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teaching or connecting content-specific activity description</li> <li>• 1 video clip (no annotations required)</li> <li>• Narrative (written or video): Assessment-Driven Instruction</li> </ul>

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## Step 1: Plan

Choose one class as the focus for Instructional Cycle 2.

### I. Contextual Information

Directions: Provide information about the context in which you are teaching the content-specific learning segment.

#### 1. Description of Class Context

- a. grade level(s)
- b. content area or course name
- c. topic of content-specific instruction and assessment sequence
- d. number of days/lessons involved in the instruction and assessment sequence
- e. classroom setting ([face-to-face](#), online, [combination](#))
- f. educational technology or appropriate assistive technologies available in the classroom/school
- g. number of students
- h. number of students:
  - with an [IEP](#)
  - with a [504 plan](#)
  - identified for [GATE](#)
- i. number of [English learners](#)
- j. number of Standard English learners
- k. dual-language setting, if applicable:
  - bilingual
  - one-way immersion
  - two-way immersion

#### 2. Description of Student Assets and Needs

Directions: Describe the following for your whole class:

- a. prior academic knowledge related to the learning goal(s) and objective(s)
- b. [English language proficiency](#) levels (standard English learners and English learners)

- c. [social-emotional development](#)<sup>2</sup>
- d. cultural and linguistic resources and [funds of knowledge](#)
- e. socioeconomic background
- f. developmental considerations (typical and atypical)
- g. prior experiences and interests
- h. experience using educational technology, including assistive technologies, inside and outside of the classroom

## II. Learning Segment

Directions: Plan a content-specific sequence of instruction and assessment that embeds informal and formal assessment, including student self-assessment, in the instruction. The instruction and assessment sequence must include opportunities for students to engage in higher order thinking and develop their academic language in the content area taught. You may include educational technology, or as appropriate, assistive technologies to enhance and/or provide access to learning. The instruction and assessment sequence consists of the following:

1. instruction and informal assessment of learning
2. instruction and student self-assessment of learning
3. formal assessment of learning

The instruction and assessment sequence must include informal assessment(s), with at least one opportunity for students to self-assess. You will use these assessments to gather evidence to monitor student learning and provide feedback to the whole class and individuals during instruction and after the formal assessment. After providing instruction and informal assessment and student self-assessment, you will use a formal assessment resulting in a process, product, or performance with a rubric and/or scoring criteria to measure student learning for the whole class, and specifically for 3 students. In Step 4, based on your analysis of assessment results and students' assets and learning needs, you will re-teach differently or provide a connecting content-specific activity. In addition, you will determine next steps for future instruction for your students.

Complete the Learning Segment Template to describe your instruction and assessment sequence. Briefly list or summarize the following components:

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<sup>2</sup> 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 and others 2005). It encompasses both intra-personal and interpersonal processes.

- **Learning Objective(s):** Write complete learning objective(s) for each lesson (e.g., “Given [learning activities or teaching strategies], students will learn [specific knowledge and/or skills] in order to demonstrate [connection to standards]”).
- **Assessments:** Describe all planned assessments for each lesson, including informal assessment (checks for understanding, peer assessment), student self-assessment, and formal assessment.
- **Learning Activities and Instructional Strategies, including educational technology, to enhance student learning:** Use bullet points to outline what you and students will do (e.g., key questions you plan to ask, learning activities students will do, educational technology you and your students will use). Include how you will develop academic language based on the language demands of each lesson.
- **Supports/Accommodations:** Think about the range of learners in your class who may need supports or accommodations (e.g., English learners; Standard English learners; students with IEPs, 504 plans, or identified for GATE; students whose life experiences may result in the need for additional academic or emotional support) and describe how your series of lessons are designed to provide your students access and opportunity to engage with challenging content and learning activities.
- **Link to prior learning:** Include an explanation of how each lesson links to prior learning and/or builds on previous lessons to develop deep learning of content?

### III. Informal and Student Self-Assessment Description

Directions: Respond to the following prompts.

1. Describe one informal assessment and corresponding criteria. Explain how the selected informal assessment is aligned to the content-specific student learning goal(s) and objective(s) and how the assessment will provide students opportunities to demonstrate content knowledge.
2. Identify what you will look for in student responses to the selected informal assessment and how you plan to monitor students’ understanding of content during the learning sequence. If you provide supports or accommodations, explain why. Be specific: for example, if the informal assessment involves questioning, list the questions you plan to ask; if the informal assessment is a running record, describe how you plan to document student reading ability; if your students are working collaboratively in groups, provide the set of instructions/expectations for learning; if students engage in peer assessment, provide guiding questions.
3. Describe your student self-assessment or reflection and the criteria you will provide to students to guide their self-assessment. Explain how the student self-assessment is aligned to the content-specific learning goal(s) and objective(s).
4. Explain how this self-assessment strategy provides opportunities for students to reflect on and advance their own understanding of the content and develop academic language. If you provide supports or accommodations for students, explain why. Be

specific: for example, if the student self-assessment is a set of questions, list the questions you plan to have the student respond to; if it is reflection in light of a rubric or instructions for the task, provide these tools; if the assessment is a critique or presentation of learning, describe the guiding questions; if you want students to write a reflection of what they have learned, provide the prompt.

#### IV. Formal Assessment and Rubric and/or Scoring Criteria

Directions: Respond to the following prompts and submit a blank copy of the formal assessment and rubric and/or scoring criteria. The formal assessment must require students to create and/or produce a **product** (e.g., visual representation, written product), **process** (e.g., math problem with explanation of how they solved the problem), or **performance** (e.g., demonstration and/or presentation) as an outcome of engaging in the formal assessment to demonstrate content-specific learning and academic language. Students may work in groups during instruction and preparation, but each student must have their own assessment product, process, or performance that you will collect/observe and assess using the scoring criteria.

1. What learning goal(s) and objective(s) are measured by the formal assessment (e.g., What content knowledge, skills, or abilities do you want your students to demonstrate)?
2. What evidence (product, process, or performance) are you planning to collect (or in the case of a performance, observe) from each student to determine that they have met the specific learning goal(s) and objective(s) described in the scoring criteria (e.g., each student will write an essay, create a storybook, work through a mathematical process/problem with rationale, paint a watercolor landscape, develop a video commercial, build a rocket, shoot a basketball through a basket, conduct inquiry about a science concept, build a model of a boat, bake a cake)?
3. How will you use your criteria/rubric to define or identify successful product development or demonstration of process or performance? How will you provide supports or accommodations during the formal assessment to address individual student learning needs?

#### Evidence to Be Submitted

- ❖ **Written Narrative: Contextual Information**
- ❖ **Completed Learning Segment Template**
- ❖ **Written Narrative: Assessment Descriptions**
- ❖ **Blank Copy of the Formal Assessment**
- ❖ **Formal Assessment Rubric and/or Scoring Criteria**

## Step 1 Rubrics

### Rubric 2.1 — Step 1: Plan

<b>Essential Question:</b> How does the candidate choose appropriate learning goal(s) and objective(s) and develop assessments, content-specific learning activities, and instructional strategies, including educational technology, that are engaging, challenging, and accessible for all students in their classroom placement?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s learning segment includes goal(s) and objective(s) that are not based on students’ prior content knowledge and modeling or scaffolding is not clearly described or is not appropriate.</p> <p>Student grouping is not determined and/or rationale for grouping is not provided.</p> <p>Assessments are not included or are not purposefully connected to content-specific learning goal(s) and/or objective(s).</p>	<p>Candidate’s learning goal(s) and objective(s) in the learning segment are loosely based on students’ prior content knowledge and modeling or scaffolding is not clearly described.</p> <p>Student grouping within the learning segment may not be conducive to the type of lessons being planned and/or reasonable rationale is not provided.</p> <p>Assessments check for rote knowledge of content or are only partially connected to content-specific learning goal(s) and/or objective(s).</p>	<p>Candidate’s learning segment includes manageable learning goal(s) and objective(s) that build on students’ prior content knowledge.</p> <p>The learning segment includes learning activities that are appropriately engaging, challenging, and/or accessible for students.</p> <p>Planned content-specific instructional strategies include modeling and scaffolding that will help students reach the expectations embedded in the learning activities.</p>	<p><b>All of Level 3, plus:</b></p> <p>Content-specific learning activities include clear and accurate representations of the concepts that are connected to students’ prior content knowledge and experience and are engaging, challenging, and accessible for students.</p> <p>Accommodations are included to support individual students during the learning segment <b>OR</b> rationale is provided to explain why accommodations are not appropriate.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate’s learning segment is purposefully designed to provide for an inclusive learning environment where all students clearly have equitable access to content by engaging in challenging learning activities.</p> <p>Students independently facilitate their own work either in a whole group, small group, pairs, or individually.</p>

		<p>Candidate describes how students will use educational technology to enhance their learning in whole group, small groups, pairs, or individually and provides a rationale to support this approach.</p> <p>Assessments provide multiple ways, including educational technology, for students to demonstrate that they are meeting content-specific learning goal(s) and objective(s).</p>		
<p><b>TPE and Element:</b> TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 6; TPE 4, Element 4</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• Completed Learning Segment Template</li> <li>• Written Narrative: Assessment Descriptions</li> <li>• Formal Assessment Rubric and/or Scoring Criteria</li> </ul> <p><a href="#">Content-Specific Pedagogy Appendix</a></p>				

## Rubric 2.2 — Step 1: Plan

**Essential Question:** How does the candidate plan a learning segment where standards, assessments, instructional strategies, and learning activities align and provide a progression of learning that develops students’ concepts and skills to achieve the lesson goal(s) and objectives(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments (including scoring criteria), activities, and strategies of the learning segment are misaligned in ways that will hinder students’ access to lesson objective(s).</p> <p><b>AND/OR</b></p> <p>There are inaccuracies in lesson content.</p>	<p>The assessments (including scoring criteria), activities, and strategies of the learning segment are partially aligned in ways that could limit some students’ access to lesson objective(s).</p>	<p>The assessments (including scoring criteria), activities, and strategies of each lesson are aligned to meet the lesson objective(s) (i.e., looking across each lesson row of the Learning Segment Template, each component is designed to meet the learning objective[s]).</p> <p>Lessons build on one another to develop students’ concepts and skills that are likely to support students to meaningfully engage with the learning segment content (i.e., looking down the columns, lesson objectives and assessments are designed as a progression of learning opportunities that taken together support development of learning to meet content standards).</p>	<p><b>All of Level 3, plus:</b></p> <p>Learning segment plans build in opportunities that provide multiple access points to learning content and multiple modes to demonstrate learning of content.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Learning segment plans build in opportunities that provide individual students with access points to learning content that is clearly based on their assets and needs as well as appropriate modes to demonstrate learning of content.</p> <p>Opportunities for access to content are feasible given students’ assets and needs, time for the lessons, and classroom context (e.g., the number of adults available to monitor and support students, norms for group work.)</p>

**TPE and Element:** TPE 1, Element 1; TPE 4, Element 1; TPE 5, Elements 1, 3

**Primary Sources of Evidence:**

- Completed Learning Segment Template
- Written Narrative: Assessment Descriptions

## Rubric 2.3 — Step 1: Plan

<b>Essential Question:</b> How do the assessments (informal, student self, and formal) provide useful evidence of students’ prior knowledge and ongoing learning as they progress toward achieving the learning goal(s) and objective(s) and inform <a href="#">adaptations</a> to instruction?				
Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not connect assessments to students’ prior knowledge. <b>AND/OR</b> Candidate plans for assessment do not include criteria for student learning that are aligned with the learning objective(s).	Assessments or criteria for measuring student performance are minimally based on students’ prior knowledge and may not provide adequate evidence of content-specific learning toward meeting goal(s) and objective(s).	Assessments and criteria for measuring student performance build on students’ prior learning and are likely to provide sufficient evidence of content-specific learning toward meeting goal(s) and objective(s).	<b>All of Level 3, plus:</b> Assessments and criteria for measuring student performance include multiple ways (verbally, written, graphics, performance) for students to demonstrate their knowledge.  Candidate anticipates a range of student responses and plans for ways to adapt instruction, as needed, to support student learning.	<b>All of Levels 3 &amp; 4, plus:</b> Assessments and criteria for measuring student performance provide appropriate supports and/or accommodations for individual students as needed to support learning.
<b>TPE and Element:</b> TPE 4, Element 1; TPE 5, Elements 1, 2  <b>Primary Sources of Evidence:</b> <ul style="list-style-type: none"> <li>Completed Learning Segment Template</li> <li>Written Narrative: Assessment Descriptions</li> </ul>				

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## Step 2: Teach and Assess

For this step, you will teach and video-record the entire learning segment, then review the video(s) to select 3 video clips. Clips may be selected from any part of the multiple day learning segment lessons.

### I. Select Video Clips

Directions: Identify **3 video clips** that demonstrate how you (a) provided detailed, content-specific feedback to your students during the learning segment and (b) used informal assessment strategies to monitor students' development of content knowledge through the use of higher order thinking and academic language development.

- **Video Clip 1: Instruction and Informal Assessment of Content (up to 8 minutes)**— Select a clip from your learning segment that includes an informal assessment(s) of student learning. Show or discuss in your rationale how you use the assessment to evaluate how students are meeting the learning goal(s) or objective(s), and adjust your teaching and, as appropriate, the content-specific feedback you provide to individuals or the whole class. Show how students are engaging in higher order thinking within the content area to demonstrate their learning.
- **Video Clip 2: Instruction and Student Self-Assessment of Content (up to 6 minutes)**— Select a clip from a conference (verbal dialogue) between you and at least 1 student discussing and/or demonstrating their self-assessment of content-specific learning. Show how student(s) reflects on content knowledge and assessment criteria to demonstrate or advance their learning.
- **Video Clip 3: Instruction and Academic Language Development (up to 6 minutes)**— Select a clip from the learning segment that demonstrates students' academic language development. Show how students engage in learning content and develop content vocabulary/terminology necessary for the language demands of the lesson.

### II. Annotate the Video Clips

Directions: Provide annotations to the 3 video clips to demonstrate where and when you monitored students' content-specific learning through use of higher order thinking in the content area and engaged students in academic language development within the learning segment with the following annotation titles:

## Annotation Titles:

### Teaching to Specific Goals

Explain how your approach to teaching the lessons and your approach to embedding assessments was designed to reach the specific learning goal(s) or objective(s) you planned for this learning segment.

### Providing Content-Specific Feedback to Students about Informal and Self-Assessment Results

Explain why you provided detailed, content-specific feedback to the whole class or to individual student(s) and how the feedback was intended to support students to advance their learning.

### Monitoring Student Content Learning and Development of Academic Language

Explain why you implemented specific assessment strategies focused on learning content and developing academic language and how you adjusted your instruction based on the results.

### Monitoring Student Content Learning and Use of Higher Order Thinking

Explain why you implemented specific assessment strategies that provide students opportunities to engage in the use of higher order thinking to learn about the content and how you adjusted your instruction based on the results.

### Creating a Positive Learning Environment

Explain why you chose the strategies you used to establish a positive and safe learning environment.

#### Annotations

The annotations are brief text explanations attached to specific points of instruction and assessment in the video clips (the *where*). For each annotation, include one of the titles listed to identify the focus of your explanation (the *what*). Then provide a brief rationale explaining your instruction and assessment and the decisions that you made (the *why*). Each annotation title must be used at least once across the 3 video clips. If appropriate, you may use annotation titles multiple times (e.g., two video clips could have evidence in support of “Providing Content-Specific Feedback to Students”).

## III. Analysis of Informal Assessments

Directions: Respond to the following prompts to describe your informal assessments.

1. How did your “in the moment” informal assessment feedback to students help them understand what they need to do next to continue progress toward and/or beyond meeting the learning goal(s) and/or objective(s)?
2. How did you use informal assessment results to learn about and support students’ academic language development? How did you adjust your instruction based on these results?

3. How did student self-assessment results provide insight about students' own understanding of the content and their progress toward meeting the learning goal(s) and objective(s)? How did you adjust your instruction based on these results?

### **Evidence to Be Submitted**

- ❖ **3 Annotated Video Clips**
- ❖ **Written Narrative: Analysis of Informal Assessments**

## Step 2 Rubrics

### Rubric 2.4 — Step 2: Teach and Assess

<b>Essential Question:</b> How does the candidate create a positive learning environment and actively engage students in deep learning and assessment of content?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Instruction and assessment evident in the video clip(s) and narrative demonstrate lack of attention to student engagement with content and/or classroom management necessary for student learning. <b>OR</b></p> <p>There are inaccuracies in presented content.</p>	<p>Instruction and assessment evident in the video clip(s) or narrative require students to engage in primarily lower order thinking* about content.</p> <p><b>AND/OR</b></p> <p>Strategies primarily engage students in passive learning of content during the lesson.</p> <p>It is not evident that a positive learning environment is established.</p>	<p>Instruction and assessment evident in the video clip(s) and narrative demonstrate that the candidate creates a positive learning environment and engages students in higher order thinking* about content.</p> <p>Students have opportunities to develop their own understandings of the lesson goal(s) and objective(s).</p>	<p><b>All of Level 3, plus:</b></p> <p>Instruction and assessment are structured with appropriate supports to promote active engagement in learning by all students.</p> <p>Candidate helps students connect to prior learning to build deep understanding.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Instruction and assessment promote inclusion in classroom discourse and/or classroom community, and clearly attend to the range of student assets and needs.</p>
<p><b>TPE and Element:</b> TPE 1, Elements 1, 5; TPE 2, Elements 1, 2, 3, 6; TPE 4, Elements 1, 4, 7</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• 3 Annotated Video Clips</li> <li>• Written Narrative: Analysis of Informal Assessments</li> </ul>				

\* Lower and higher order thinking definition and reference to DOK used in Smarter Balanced exams

## Rubric 2.5 — Step 2: Teach and Assess

**Essential Question:** How does the candidate use informal assessment to monitor students’ deep learning of content and adjust instruction to meet the needs of learners?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s use of informal assessment is insufficient for monitoring students’ progress toward meeting learning goal(s) or objective(s). Assessments are irrelevant to measuring content-specific learning goal(s) or objective(s), or are a cursory check for understanding.</p>	<p>Candidate’s use of informal assessment monitors students’ lower order thinking, resulting in a limited view of students’ progress toward achieving the learning goal(s) or objective(s). Assessments are too few to lead to instructional adjustments or miss key concepts of lesson content.</p>	<p>Candidate’s use of informal assessment to monitor students’ deep understanding of content provides a general understanding of whole class progress toward meeting the learning goal(s) and objective(s). Monitoring is sufficient to inform teaching in the moment, and candidate makes reasonable attempts to adjust instruction based on assessment results.</p>	<p>Candidate’s use of informal assessment to monitor students’ deep understanding of content provides an understanding of whole class and individual students’ progress toward meeting the learning goal(s) and objective(s). Monitoring is sufficient to inform teaching in the moment, and candidate makes appropriate adjustments to instruction based on assessment results.</p>	<p><b>All of Level 4, plus:</b> Students are provided multiple ways to demonstrate their learning (e.g., verbal, written, drawing, diagramming, performing, and more).</p>

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

**Primary Sources of Evidence:**

- 3 Annotated Video Clips
- Written Narrative: Analysis of Informal Assessments

[Content-Specific Pedagogy Appendix](#)

## Rubric 2.6 — Step 2: Teach and Assess

<b>Essential Question:</b> How does the candidate use informal assessment results to monitor students’ development of academic language and adjust instruction to meet the needs of the learner?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Informal assessment(s) are not used to monitor language development. Candidate does not provide language supports/ accommodations <b>OR</b> provides supports/ accommodations that do not align with language demands of the lesson content.</p>	<p>Candidate uses informal assessment(s) to loosely monitor students’ academic language development <b>OR</b> candidate has a superficial understanding of the language demands of the lessons providing minimal supports or accommodations.</p>	<p>Candidate uses informal assessment(s) to provide evidence of how they monitor development of academic language specific to the language demands of the lessons.  Language demands are addressed, as appropriate, through scaffolds or accommodations to support student learning.</p>	<p><b>All of Level 3, plus:</b> Language demands of the lessons are supported for individuals through specific scaffolds, supports, or other appropriate accommodations.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b> Candidate monitors each student’s academic language development specific to the language demands of the lessons and adjusts instruction as needed to support student learning.</p>
<p><b>TPE and Element:</b> TPE 1, Elements 1, 8; TPE 5, Elements 1, 2, 8</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• 3 Annotated Video Clips</li> <li>• Written Narrative: Analysis of Informal Assessments</li> </ul> <p><a href="#">Content-Specific Pedagogy Appendix</a></p>				

## Rubric 2.7 — Step 2: Teach and Assess

<b>Essential Question:</b> How does the candidate engage students in self-assessment to support their progress toward meeting learning goal(s) and objective(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not provide criteria for self-assessment, <b>OR</b> criteria is not linked to the learning goal(s) and objective(s).</p>	<p>Candidate provides criteria for self-assessment that is either not linked to learning goal(s) and objectives <b>OR</b> is too broad to be helpful in students' self-assessment of their learning toward meeting learning goal(s) and objective(s).</p> <p>Candidate provides inadequate direction or practice for students to learn to conduct the self-assessment.</p>	<p>Candidate provides criteria for self-assessment by which students evaluate their understandings and skills. The criteria is clear and helpful to students to assist them to measure progress toward meeting learning goal(s) and objective(s).</p> <p>Candidate teaches students how to apply criteria to assess their own work (product, process, or performance).</p>	<p><b>All of Level 3, plus:</b></p> <p>Criteria for self-assessment directs students to analyze complex content, specific concepts, or processes that engage them in higher order thinking.</p> <p>Candidate includes supports and accommodations for self-assessment based on student assets and individual learning needs.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate provides structured opportunities for revision after self-assessment that helps individual students use self-assessment results to improve performance.</p>
<p><b>TPE and Element:</b> TPE 5 Element 3</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• 3 Annotated Video Clips</li> <li>• Written Narrative: Analysis of Informal Assessments</li> </ul>				

## Rubric 2.8 — Step 2: Teach and Assess

**Essential Question:** How does the candidate use results of informal assessments, including student self-assessment, to provide feedback to students about how to improve or revise their work to continue progress toward and/or beyond the learning goal(s) and objective(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not base student feedback on informal or student self-assessment results <b>OR</b> feedback is inaccurate or irrelevant.</p>	<p>Candidate uses informal and student self-assessment to provide feedback that either focuses on student errors and/or minimally clarifies what students need to do next.</p> <p>Candidate does not explain to students how to use feedback to advance their learning of content.</p>	<p>Candidate uses informal and student self-assessment results to provide feedback to students based on criteria for performance that clarifies what was done well, where there are errors, and what they need to do next to continue progress toward meeting the content-specific learning goal(s) and objective(s).</p> <p>Candidate explains to students how to use/apply feedback to improve or revise their work and advance their learning of content.</p>	<p>Candidate uses informal and student self-assessment results to provide detailed, feedback to students based on criteria for performance that clarifies gradations in performance.</p> <p>Candidate connects feedback to students' prior learning to draw attention to broader understandings and skills related to content and explains how to use feedback to improve or revise their work and advance learning of content.</p>	<p><b>All of Level 4, plus:</b></p> <p>Candidate <a href="#">differentiates</a> feedback to students based on individual learning needs.</p> <p>Candidate provides students the opportunity to independently apply findings from feedback to advance or extend their learning and/or connect their learning to other content areas.</p>

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

**Primary Sources of Evidence:**

- 3 Annotated Video Clips
- Written Narrative: Analysis of Informal Assessments

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## Step 3: Reflect

### I. Analyze the Formal Assessment Results

Directions: Use your rubric and/or scoring criteria to score student formal assessment responses. Determine the level of performance for each student in your class based on the criteria. Record student assessment results in the table provided.

Analyze the results for the whole class. Which students

- exceeded the learning goal(s) and objective(s) measured by the formal assessment?
- met the learning goal(s) and objective(s) measured by the formal assessment?
- need more instructional support to meet the learning goal(s) and objective(s) measured by the formal assessment?

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

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

Submit the 3 scored assessments with a performance analysis, including detailed feedback that you plan to share with each student based on the rubric and/or scoring criteria. Describe how you will support students to use the assessment results to advance their learning of the content.

#### **IMPORTANT NOTES FOR SUBMITTING SCORED ASSESSMENTS:**

- If you do not have any students that exceeded or met the learning goal(s) and objective(s) of your instruction, choose 3 student assessment responses that represent the highest, average, and lowest performance levels from the range of responses across the class.
- For performance-based assessments, submit videos of the 3 students' performances. Video may also be submitted for process assessments, where appropriate.
- To protect the privacy of the students, conceal student names on the responses that you submit.

Directions: Provide the following information for your class.

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

Content-Specific Learning Goal(s) and Objective(s)	Number/Percentage of Students		
	Exceeding the Learning Goal(s) and Objective(s)	Meeting the Learning Goal(s) and Objective(s)	Not Yet Meeting the Learning Goal(s) and Objective(s)

2. Analyze the formal assessment results for the whole class in relation to the content-specific learning goal(s) and objective(s) and identify and describe emerging patterns of student errors, skills, and understandings for the whole class and for individuals. **Cite evidence from the assessment results.**
3. For those students whose achievement did not yet meet the content-specific learning goal(s) on the formal assessment, what do you need to do next instructionally to meet their content learning and language development needs?
4. What type of feedback will you provide to students and how will you assist them to use this feedback to advance their learning?

## II. Reflection on Assessments and Next Steps for Learning

Directions: Based on your summary and analysis of student learning from the informal assessment, student self-assessment, formal assessment, and the evidence from the video clips, reflect on what you learned about student progress toward meeting the content-specific learning goal(s) and objective(s). Then respond to the following prompts. **Cite the video clips and/or 3 student assessment responses with feedback (exceeded, met, or not yet met goal[s] OR highest, average, and lowest performance) to support your written narrative.**

1. Think about your teaching practice during the learning segment and what you learned from your analysis of multiple types of assessment about your students' understanding of content and academic language proficiency.
  - a. What was most effective about your teaching or assessment in helping students achieve the learning goal(s) or objective(s) of the learning segment?

- b. What was less effective about your teaching or assessment? What do you want to target as an area for growth to increase your effectiveness as a teacher?
2. How did your plan for and delivery of instruction increase access to learning for all students? How and why did you accommodate content-specific instruction or assessment to support and promote student learning and development of academic language? If your supports or accommodations did not fully address the learning needs of your students, explain what you could have done differently. If your supports or accommodations did fully address the learning needs of your students, explain why they were successful.
3. Based on your analysis of assessment results—informal, student self, and formal—identify what type of specific follow-up activity is appropriate for the whole class or a group from the class:
  - a. For those students who did not meet the content-specific learning goal(s) and objective(s), provide a new approach to instruction to support their continued progress.

**OR**

- b. If students met or exceeded the content-specific learning goal(s) and objective(s), connect or apply instruction to new learning by building on what your students were able to demonstrate during the learning segment.

**Note:** If both types of instruction are applicable for your students or groups of students, select one type to teach for the content-specific follow-up activity.

### Evidence to Be Submitted

- ❖ **Scored Formal Assessments from 3 students** that represent evidence of learning (products, processes, or performances) with content-specific rubric and/or scoring criteria feedback to student
- ❖ **Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and Individuals**

## Step 3 Rubric

### Rubric 2.9 — Step 3: Reflect

**Essential Question:** How does the candidate analyze the formal assessment results based on the scoring criteria and identify and describe emerging learning patterns and trends for the whole class in relation to the learning goal(s) and objective(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s analysis of formal assessment results is inaccurate or incomplete.</p> <p><b>AND/OR</b></p> <p>Analysis is not aligned to the learning goal(s) or objective(s).</p> <p>Assessment scoring criteria do not measure content-specific learning goal(s) and objective(s).</p>	<p>Candidate’s analysis of the formal assessment results minimally describes whole class performance.</p> <p>Assessment scoring criteria are somewhat aligned to content-specific learning goal(s) and objective(s).</p>	<p>Candidate’s analysis of the formal assessment results describes performance for the whole class in relation to the scoring criteria and identifies general patterns and trends in relation to the learning goal(s) and objective(s).</p> <p>Assessment scoring criteria align with the learning goal(s) and objective(s) and enable the candidate to provide specific feedback to students about their performance.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate identifies learning patterns or trends for students who exceeded, who met, and who have not yet met the learning goal(s) and objective(s). Candidate recognizes and explains differences in students’ performance.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate accurately describes learning patterns or trends for the whole class and individuals, citing clear evidence from the student work samples.</p> <p>Candidate identifies students’ partial and developing understanding of content.</p>

**TPE and Element:** TPE 5, Elements 2, 7

**Primary Sources of Evidence:**

- Scored Assessments from 3 students
- Narrative: Analysis of Formal Assessment Results and Reflection

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## Step 4: Apply

### I. Re-teaching or Connecting Activity Description

Directions: Provide a description of the content-specific follow-up activity, including the following information:

1. Type of follow-up activity:
  - a. re-teaching with a new approach to instruction

**OR**

  - b. connecting instruction
2. Activity is for:
  - a. whole class

**OR**

  - b. small group from class
3. Relevant California state standards
4. Content-specific learning goal(s) and objective(s) based on California state standards
5. Brief description of the activity(ies), including use of educational technology as appropriate, and how it will develop or extend students' deep understanding of content knowledge, skill, or ability
6. Rationale for choosing this content-specific learning activity (**cite evidence from your analysis of the informal, student self, and formal assessments**)
7. Informal assessments during activity to check for student understanding (questions, observation notes, processes) of the content and academic language development
8. Any supports or accommodations to the activity to allow all students to access and engage in deep learning and demonstrate their understanding of the content

### II. Teach and Video-Record the Re-teaching or Connecting Activity

Directions: Teach and video-record the follow-up re-teaching (new instructional approach) or connecting activity.

Select **1 video clip (up to 6 minutes)** that demonstrates your follow-up instruction based on your analysis of the informal assessment, student self-assessment, and formal assessment results.

The video clip should

1. demonstrate a key section of the content-specific instruction and
2. provide evidence of either
  - a. how the instruction differs from previous instruction to develop content knowledge, or content-specific academic language (beyond vocabulary/terminology)

**OR**

- b. how students connect what they know to new learning to extend or deepen content knowledge and develop academic language (beyond vocabulary/terminology).

### III. Assessment-Driven Instruction Narrative

Directions: Think about what you have learned about assessment-driven instruction, both in terms of your teaching practice during the learning segment and your students' content-specific learning, including development of academic language, and respond to the prompts below, **citing evidence from Instructional Cycle 2**. You have two options for responding: (1) in a written narrative or (2) in a video clip where you record your responses.

1. Explain how multiple types of assessment (informal, student self, and formal assessments) informed and influenced your content-specific planning, instruction, and assessment decisions for the whole class and individual students you taught during the learning segment.
2. How did your work in Instructional Cycle 2 (plan, teach and assess, reflect, and apply), help develop your teaching knowledge, skills, and abilities and how would you apply this to future instruction and assessment for this class to support learning?

### Evidence to Be Submitted

- ❖ **Re-teaching or Connecting Activity Description**
- ❖ **1 Video Clip of Re-teaching or Connecting Activity (no annotations required)**
- ❖ **Narrative (written or video): Assessment-Driven Instruction**

## Step 4 Rubrics

### Rubric 2.10 — Step 4: Apply

<b>Essential Question:</b> How does the candidate use the analysis of assessment results to plan and teach a follow-up instructional activity and provide a rationale for the activity choice citing evidence?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not relate what they learned from reviewing assessment results to plan and teach follow-up activity</p> <p><b>OR</b></p> <p>Candidates' rationale for activity choice is not clearly related to content-specific learning goal(s) or objective(s) taught in the learning segment.</p>	<p>Candidate loosely applies what they learned from reviewing assessment results to plan and teach follow-up activity <b>OR</b> analysis of assessment results is limited and does not reflect class abilities in regard to the learning goal(s) or objective(s) of the learning segment.</p> <p>Candidates' rationale for activity choice is unclear.</p>	<p>Candidate applies what they learned from an analysis of assessment results to plan and teach an appropriate content-specific follow-up activity.</p> <p>Candidate provides a rationale for activity choice based on their review and analysis of student performance during the learning segment.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate provides a clear rationale, citing multiple sources of evidence from the assessment analysis, to support activity choice.</p> <p>Activity choice is based on the learning needs of individual students and is designed to provide access and meaningful engagement in the activity.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Activity is focused on deepening key skills and understanding of content through higher order thinking processes and development of academic language.</p>
<p><b>TPE and Element:</b> TPE 5, Elements 2, 3, 8</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• Narrative: Step 3, Section I: Analyze the Formal Assessment Results, Parts 1 and 2</li> <li>• Re-teaching or Connecting Activity Description</li> </ul> <p><a href="#">Content-Specific Pedagogy Appendix</a></p>				

## Rubric 2.11 — Step 4: Apply

**Essential Question:** How does the candidate’s re-teaching or connecting activity develop or extend students’ content knowledge, skills, and development of academic language?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate teaches a re-teaching or connecting activity that is not purposefully designed to develop or extend students’ content knowledge <b>AND/OR</b> address the language demands of the content <b>OR</b> the content of the activity contains multiple inaccuracies.</p>	<p>Candidate teaches a re-teaching or connecting activity that minimally develops or extends students’ content knowledge with little attention to academic language development or language demands of the content taught.</p>	<p>Candidate teaches a re-teaching or connecting activity that continues to develop or extend students’ content knowledge and generally addresses academic language demands of the content.</p> <p>During the activity, candidate monitors student understanding of content and provides general support to the whole class.</p>	<p>Candidate teaches a re-teaching or connecting activity that continues to develop or extend students’ content knowledge and addresses specific academic language demands of the content. The activity requires students to use higher order thinking skills to engage with the content taught.</p> <p>During the activity, candidate monitors individual student understanding of content and provides supports to engage students in deeper learning.</p>	<p><b>All of Level 4, plus:</b></p> <p>Candidate monitors and adjusts instruction in the moment, as needed, to provide access to and engage students in deeper learning.</p>

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

**Primary Sources of Evidence:**

- Video Clip
- Re-teaching or Connecting Activity Description

[Content-Specific Pedagogy Appendix](#)

## Rubric 2.12 — Step 4: Apply

**Essential Question:** How does the candidate evaluate what they learned about assessment, instruction, and student learning during Cycle 2 and plan to apply what they have learned to their future teaching practice?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate demonstrates limited insight into the interaction between instruction, assessment, and student learning. Proposed adjustments to future instruction and/or assessment are not obviously connected to their analysis of student learning during the learning segment.	Candidate vaguely describes how use of multiple assessments influenced their teaching and student learning during the learning segment.  Candidate's plans for future teaching practice are not well articulated.	Candidate explains how use of multiple assessments shaped their teaching and student learning during the learning segment and describes how this experience of engaging with and completing Cycle 2 will inform their future teaching practice.	<b>All of Level 3, plus:</b> Proposed adjustments to future instruction or assessment focus on addressing both whole class and individual learning needs in relation to learning content and building academic language.	<b>All of Levels 3 &amp; 4, plus:</b> Proposed adjustments to future instruction or assessment focus on inclusive learning for all students.
<p><b>TPE and Element:</b> TPE 6, Element 1</p> <p><b>Primary Source of Evidence:</b></p> <ul style="list-style-type: none"> <li>Narrative (written or video): Assessment-Driven Instruction</li> </ul>				

## Step 1: Plan

### Learning Segment Template

**Directions:** This template is intended to scaffold the planning of a sequence of connected content-specific lessons taught over multiple days. It is meant to guide you in getting the assessments, instructional strategies, and student learning activities in one place. This plan does not have to be detailed, but should include enough information to be a coherent plan.

**Unit Goals:** What do you want students to learn, understand, and/or be able to do at the end of the larger unit? This will relate to the standards but will be written in your own words. Unit goals should be concise and helpful to you and your students. You will refer back to these unit goals as you plan the learning segment, making sure you are providing learning opportunities to move students toward meeting these goals.

**For each column, briefly describe:**

- **Learning Objectives:** Write complete learning objectives for each lesson. For example, “Given [learning activities or teaching strategies], students will [specific knowledge and/or skills] in order to demonstrate [connection to standards].”
- **Assessments:** Describe all assessment activity for each lesson, including informal assessments (checks for understanding), student self-assessment, and formal assessment.
- **Instructional Strategies and Learning Activities:** Use bullet points to outline what you and students will do (e.g., key questions you plan to ask; learning activities students will do; how you will group students for learning; how, when appropriate, you and your students will use educational technology).
- **Supports/Accommodations:** Think about the range of learners in your class who may need supports or accommodations (e.g., English learners; Standard English learners; students with IEPs, 504 plans, or identified for GATE; students whose life experiences may result in the need for additional academic or emotional support). Describe all academic language considerations and specific supports or accommodations you will provide.
- **How does it fit?** Include an explanation of how each lesson links to where students are currently (academically, or with respect to interests, developmentally, or other learning issues), and how the lessons build on prior learning and one another.

**Do the following check before teaching the learning segment:**

Read down each **column** to check that each lesson **builds on one another** and makes sense with respect to learning goal(s) and objective(s), assessments, instructional activities, and special needs considerations. Be sure assessments, activities and strategies are varied, offering students **multiple ways** to access learning and multiple ways to show/demonstrate what they know.

Read across each **row** to check for **alignment** of the learning objective(s), assessments, instructional activities and strategies, and accommodations. For example, make sure assessments measure what is taught, and what is taught is related to learning goal(s) and objective(s). In other words, all components in the row must work together to help students achieve the learning goal(s) and objective(s).

Refer back to your unit goals. Do the plans move students to meet your learning goal(s) and objective(s)?

Learning Segment	
Content area, topic, and grade level	
California state standard(s) (list standard(s) by name and number)	
ELD Standards (if applicable)	
Unit goal(s) for the Learning Segment	

Lesson	Learning Objectives	Assessments and Criteria (informal assessment, student self-assessment, formal assessment)	Learning Activities, (what students do) & Instructional Strategies, (what you do)  Include, where appropriate, how you and your students will use educational technology.	Academic Language Considerations & Supports/ Accommodations for Students with Specific Learning Needs	How does lesson link to prior learning and/or build on previous lesson to develop deep learning of content?
Lesson 1					
Based on what you learned as a result of teaching this lesson what changes, if any, will you make to the next lesson?					
Lesson 2					
Based on what you learned as a result of teaching this lesson what changes, if any, will you make to the next lesson?					

Lesson 3 (add rows for additional lessons)					
Based on what you learned as a result of teaching this lesson what changes, if any, will you make to the next lesson?					

## CalTPA Glossary

**504 Plan.** Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities, protects students from being denied participation in school programs, services, or activities solely on the basis of disability. Much like an IEP, a 504 Plan is a written document detailing the services, accommodations, and modifications that can help 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’s why children who aren’t eligible for an IEP may qualify 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; necessary accommodations; and placement in the least restrictive environment.

**Achievement levels.** Categories of performance based on students’ performance on content area assessments. These are typically defined by descriptions of what knowledge and skills students display at each level. The levels of “novice, developing, proficient, and advanced,” are, for example, used for the Smarter Balanced Assessment System, in which California participates.

**Academic language.** Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—i.e., it’s the language used in classroom lessons, books, tests, and assignments, and it’s the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways.<sup>3</sup>

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<sup>3</sup> Academic language definition is from *The Glossary of Education Reform* (2013). Retrieved from <http://edglossary.org/academic-language/>

**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 assignment’s or test’s standard or expectation.

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

**Annotations.** Notes added by way of comment or explanation.

**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 or other family members. For additional information, see Assessment on the California Department of Education website.

**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.

**California English Language Development Test (CELDT).** An examination for K–12 students administered through the California Department of Education. The purpose of the CELDT is to identify students who are English learners, determine their level of English proficiency, and annually assess their progress in learning English. Four skill areas are measured: listening, speaking, reading, and writing. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. NOTE: California is in the process of transitioning from the CELDT to the English Language Proficiency Assessments for California (ELPAC, see definition below). The CELDT will continue to be administered until the ELPAC becomes operational (expected in 2018).

**California state standards and/or curriculum frameworks.** These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area.

**Combination classroom.** A combination 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, or pace.

**Content-specific instructional strategies.** Instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPE) and the State Board of Education framework and/or equivalent.

**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.

**Differentiation.** 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.

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

**English language proficiency.** The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. For California, these are delineated in the California English Language Development (CA ELD) Standards.

**English Language Proficiency Assessments for California (ELPAC).** The ELPAC, which will replace the California English Language Development Test (CELDT, defined above) in 2018 as the required state test for English language proficiency (state and federal law require that local educational agencies administer a state test of English language proficiency [ELP] to eligible students in kindergarten through grade twelve). The ELPAC will be aligned with the 2012 California English Language Development Standards and will comprise two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

**English learner.** Students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language assessment procedures, have 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. The California Department of Education (CDE) provides assistance to local schools and districts to ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and also, that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

**Face-to-face classroom.** A face-to-face 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.

**Funds of knowledge.** Defined by researchers<sup>4</sup> Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez (2001) “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). 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 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 classroom in order to provide culturally responsive and meaningful lessons that tap students’ prior knowledge. Information that teachers learn about their students in this process is considered the student’s funds of knowledge.

**Gifted and Talented Education (GATE).** Under this state program, local educational agencies (LEAs) develop unique education opportunities for high-achieving and underachieving pupils 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).

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

**Learning goal.** Specific statements of intended student attainment of essential concepts and skills. 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 manageable.

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<sup>4</sup> González, N., Moll, L., and Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J. and 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.

Moll, L., Amanti, C., Neff, D. and Gonzalez, N. (1992). “Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.” *Theory Into Practice*, XXXI, 2, 132–141.

**Learning objective.** Unlike a learning goal, a learning objective indicates a specific learning outcome, which is derived from the course goal (Steere & Domenico, 2002). A learning goal usually has multiple learning objectives. All learning objectives should be measurable (Mager, 1984), which means that it is easy to observe when/if students succeed or fail to learn a specific task. When all learning objectives are met, their corresponding goal is said to be achieved.

**LGBTQ+.** An acronym for Lesbian, Gay, Bisexual, Trans, Queer/Questioning, and others. It refers to a population of people united by having gender identities or sexual orientations that differ from the heterosexual and cisgender majority.

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

**Rubric.** A tool for scoring student work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcomes down the left-hand vertical axis, and levels of performance across the horizontal axis. 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.

**Social-emotional development.** 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 and others 2005). It encompasses both intra-personal and interpersonal processes.

**Universal Design for Learning (UDL).** Curriculum, as defined in the UDL literature, has four parts: instructional goals, methods, materials, and assessments. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom.

Recognizing that the way individuals learn can be unique, the UDL framework, first defined by David H. Rose, Ed.D. of the Harvard Graduate School of Education and the Center for Applied Special Technology (CAST) in the 1990s, calls for creating curriculum from the outset that provides

- multiple means of representation to give learners various ways of acquiring information and knowledge,

- multiple means of 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.

# Content-Specific Pedagogy Appendix

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The statements included in this Appendix were identified from the California [Teaching Performance Expectations \(TPE\)](#) by California subject matter experts as key pedagogy for new teachers to know and be able to do upon entering the profession.

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# Agriculture

## Key Pedagogy

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

- the use of explanations, demonstrations, and class and laboratory activities to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning
- guiding, monitoring, and encouraging students during hands-on laboratory investigations, experiments, and practicum
- establishing and monitoring procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials
- teaching students to provide ethical care and handling of live animals

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## Art

### Key Pedagogy

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

- engaging students in learning experiences that help them process and respond to sensory information through the languages and skills unique to the visual arts
- modeling and encouraging student creativity, flexibility, collaboration, and persistence in solving artistic problems given to them and of their own making
- supporting students' creative problem-solving process and skills, innovative and critical thinking, communication, and collaborative and technical skills through engagement of translating thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques
- supporting students' problem-solving process and skills, innovative and critical thinking, communication, and collaborative and technical skills necessary in the creative process
- supporting students in translating their thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques
- guiding students as they make informed critical judgments, evaluations, and responses about the quality, impact, and success of artworks through perceiving, analyzing, and applying differing sets of criteria

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## Business

### Key Pedagogy

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

- preparing students to carry out business management functions with an understanding of organizational theory and development and leadership
- enabling students to solve real-world business problems that include methods of decision making based on legal and ethical principles and the application of mathematical operations leading to quantitative and qualitative analysis
- preparing students to apply key marketing principles and concepts, including, but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets
- assisting students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations

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# English

## Key Pedagogy

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

- planning and delivering instruction of increasing complexity in reading, writing, speaking, listening, and language
- selecting appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text
- teaching formal and informal speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas

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## Health Science

### Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to health science concepts and principles through the following:

- demonstrating problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors
- assessing individual and community needs for health education by interpreting health-related data about social and cultural environments
- differentiating between health education practices that are grounded in scientific research and those that are not research-based
- using analytical skills to identify behaviors that enhance and/or compromise personal health and well-being, applying a variety of risk assessment skills and prevention strategies to health-related issues
- demonstrating effective and culturally sensitive communication and advocacy skills as they relate to personal, family, and community health and health education needs
- demonstrating an understanding of the role of communication and communication skills in interpersonal relationships and identifying strategies that encourage appropriate expression

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## History/Social Science

### Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to history/social science concepts and principles through the following:

- helping students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities
- engaging students with questions and topics of disciplinary significance rather than teaching them to memorize discrete pieces of information that do not appear to connect to broader issues
- connecting understandings of people, events, and debates to broad themes, concepts, and principles and relating history-social science content to broader contextual understandings so that students better understand their current world
- creating classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues) and encouraging students to reflect on and share their insights and values

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## Home Economics

### Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to home economics concepts and principles through the following:

- employing Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills
- teaching students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities appropriately selected for the eight content areas of Consumer and Family Studies (CFS)
- working closely with industry partners and planning authentic learning experiences to prepare students for entry-level careers or advanced training and education

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## Industrial and Technology Education

### Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to industrial technology education concepts and principles through the following:

- providing students with an understanding of the nature of technology and of its core technological concepts
- guiding students to understand and use the design process as a problem-solving model
- providing students problems, exercises, and projects that require the application of core academic knowledge, including, but not limited to, the fields of science, mathematics, economics, social science, and data analysis
- preparing students to use all types of tools safely, correctly, and effectively

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## Mathematics

### Key Pedagogy

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

- engaging students in the Standards for Mathematical Practice (e.g., making sense of problems and persevering in solving them; reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; looking for and expressing regularity in repeated reasoning)
- providing a secure environment for taking intellectual risks, modeling and encouraging students to use multiple ways of approaching mathematical problems, and encouraging discussion of different solution strategies
- enabling students to understand basic mathematical computations, concepts, and symbols; to use them to solve common problems; and to apply them to novel problems

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# Music

## Key Pedagogy

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

- helping students understand the roles of musicians, composers, technology, and general instruments in diverse cultures, contexts, and contemporary and historical periods
- guiding students to identify contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres
- enabling students to understand aesthetic valuing in music and teaching them to respond to, analyze, and critique performances and works of music, including their own
- demonstrating the connections and relationships between music, the arts, and other academic disciplines
- teaching students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition

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## Physical Education

### Key Pedagogy

Plans, instruction, assessment, reflection, and/or application provide attention to physical education concepts and principles through the following:

- designing instruction that supports the development of students' dispositions toward a healthy lifestyle and their ability to reflect on and solve problems to minimize barriers to physical activity participation throughout life
- balancing the focus of instruction between motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and sociological concepts related to physical activity
- assuring safe and productive participation in physical activity by developing procedures for care and use of equipment and carefully organizing and monitoring activities

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## Science

### Key Pedagogy

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

- emphasizing the nature of science, scientific investigation and experimentation, the integration of engineering design, and the connections between science, society, technology, and the environment
- integrating mathematical concepts and practices, including the importance of accuracy, precision, and estimation of data and literacy
- demonstrating and encouraging the use of multiple ways to measure and record scientific data, including the use of mathematical symbols
- engaging students in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text