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# Performance Assessment Guide

**Learning Cycle 2:**

**Planning Learning Activities for Young Children**



Early Childhood Education Directions and Rubrics

**Preamble to the California Early Childhood Education Teaching Performance Expectations (TPEs)**

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

Throughout the [[California Early Childhood Education Teaching and Administrator Performance Expectations (TPEs)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ece-performance-expectations-pdf.pdf?sfvrsn=854253b1_4) (pgs. 17–27)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ece-performance-expectations-pdf.pdf?sfvrsn=854253b1_4), reference is made to “all students” or “all Birth–22 students.” This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, [dyslexia](https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf),\* intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, gender expression, sexual orientation, culture, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English or who are English learners, reclassified as Fluent English Proficient, Heritage language speakers, or multilingual learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used in the California ECE TPEs and in the ECE CalFTPA cycles (steps, rubrics, and CalFTPA Glossary).

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

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## Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The Early Childhood Education California Formative Teaching Performance Assessment (ECE CalFTPA) for ECE students seeking a teacher level permit has been developed with the assistance of a 20-member design team and the Evaluation Systems group of Pearson. The ECE CalFTPA draws from and is informed by California’s rich experience with different performance-based assessment models, including the original California Teaching Performance Assessment (CalTPA), the redeveloped CalTPA (2016), the Education Specialist CalTPA (EdSp CalTPA), the California Administrator Performance Assessment (CalAPA), the Performance Assessment for California Teachers (PACT), and edTPA®. The Commission on Teacher Credentialing acknowledges the contributions of these assessment systems and the educators who have developed, administered, and scored them.

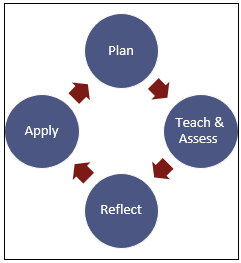
This project was made possible by Grant Number 90TP0063. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families.[[1]](#footnote-2)

Please note that any publications exceeding 200 copies or more for distribution to the general public must bear an acknowledgement and disclaimer such as the following: “The production of this [insert type of audiovisual/public service announcement] was supported by Grant Number 90TP0063-01-00 from the ACF. Its contents are solely the responsibility of [insert name of recipient] and do not necessarily represent the official views of ACF.”[[2]](#footnote-3)

## Overview

Intentional planning for learning allows early childhood teachers to be responsive to individual children’s competencies, developmental needs, experiences, and interests. Children come from diverse backgrounds, and many learn English as a second language or are simultaneously learning English and a second (or third) language. Culturally and linguistically responsive teaching is critical to young children and leverages the strengths that [Black, Indigenous, and people of color (BIPOC)](#BIPOC)[[3]](#footnote-4) bring to the classroom, allowing teachers to positively view children’s primary languages (other than English) and all children’s cultural beliefs and practices as [assets](#Asset) that they bring to the classroom.

Effective teachers consider their children’s interests and prior experiences when planning activities for learning. [Universal Design for Learning (UDL)](#UDL) provides the opportunity to ensure that all children have access to the content of learning activities. Children are encouraged to [demonstrate](#Demonstrations) what they know in a variety of ways.



### Why intentionally plan learning activities?

Early childhood teachers plan learning activities to

* incorporate what children know and can do,
* reflect children’s interests,
* help children understand connections to what they already know or have experienced,
* monitor learning and assist children to recognize what they learn when they engage in activities,
* support language development and build vocabulary,
* provide [adaptations](#Adaptations) allowing all children access to the content of the activity.

### About This Learning Cycle

The following diagram details the process you will follow to complete ECE CalFTPA Cycle 2:

Diagram of process to complete E C E Cal FPTA Cycle 2.
Select whole group and one focus child.
Learn about the children.
Plan one learning activity.
Video record the learning activity.
Provide video clip(s) and write annotations and rationale.
Reflect on activity.
Apply what you learned.


In this cycle, you will learn about the assets and learning needs for a [group of children](#GroupOfChildren) and one [focus child](#FocusChild). Select children between the ages of 3 and 5 years old.

**Social and Emotional Development**

The [social and emotional development](#SocialEmotionalDev) domain in the California Preschool Learning Foundations, Volume 1, consists of the following three strands:

1. Self, which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning

2. Social interaction, which focuses on interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility

3. Relationships, which addresses attachments to families/guardians, close relationships with teachers and caregivers, and friends.

For this learning cycle, you will plan one developmentally appropriate learning activity. The activity may be integrated, including more than one content area such as art, music, science, social science, or physical movement (fine- and/or gross-motor skills) and/or social and emotional development.

As you teach the learning activity, you will video record children, support personnel and/or other adults, and yourself engaging in the activity.

After you teach the activity, you will reflect on what you learned through planning and teaching and apply this learning to inform what you would plan as a next-step activity for the children.

### Asset-Based Instruction and Universal Design for Learning (UDL)

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

### Early Childhood Pedagogy Resources

The California Preschool Learning Foundations, California Preschool Curriculum Frameworks, California ELD Standards and ELA/ELD Framework, English Learner Roadmap, Transitional Kindergarten (TK) Implementation Guide, and state-adopted Kindergarten Student Standards are provided as live links. These resources define the range of skills and knowledge that children may attain within high-quality early childhood programs. In Cycle 2, you will access these documents to guide what you will teach in your learning activity depending on the children’s ages and development levels.

#### California Preschool Learning Foundations and Curriculum Frameworks

[California Preschool Learning Foundations, Volume 1](https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf) focuses on the domains of social and emotional development, language and literacy, English language development, and mathematics. It provides a comprehensive understanding of what children learn in these four domains.

[California Preschool Learning Foundations, Volume 2](https://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf) covers the skills and knowledge that children attain at around 36 months and 48 months in the domain areas of visual and performing arts, physical development, and health.

[California Preschool Learning Foundations, Volume 3](https://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf) covers the skills and knowledge that children attain at around 36 months and 48 months in the domain areas of history–social science and science.

[California Preschool Curriculum Framework, Volume 1](https://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf) is a companion to the California Preschool Learning Foundations, Volume 1, and presents strategies and information to enrich learning and development opportunities for all of California’s preschool children. Volume 1 focuses on four learning domains: social and emotional development, language and literacy, English language development, and mathematics.

[California Preschool Curriculum Framework, Volume 2](https://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf) covers the domains of visual and performing arts, physical development, and health.

[California Preschool Curriculum Framework, Volume 3](https://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf) covers the domains of history–social science and science.

#### California English Language Development Standards and Framework

[California English Language Development (ELD) Standards](https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)

[California ELA/ELD Framework](https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp)

#### California English Learner Roadmap

[English Learner Roadmap](https://www.cde.ca.gov/sp/el/rm/)

#### Transitional Kindergarten and Kindergarten Implementation Guide and Standards

[Transitional Kindergarten Implementation Guide](https://www.cde.ca.gov/ci/gs/em/): A Resource for California Public School District Administrators and Teachers

[State-Adopted Kindergarten Student Standards](https://www.cde.ca.gov/be/st/ss/)

### Evidence Table

| **Cycle Step** | **What You Need to Do** | **You Will Submit** |
| --- | --- | --- |
| **Step 1:  Plan**  (templates provided) | * Gather contextual information for the whole group and one focus child. * Develop one learning activity. * Provide a rationale for each component of your activity. | * **Part A:** Written Narrative: Getting to Know the Children * **Part B:** Activity Plan Template * **Part C:** Written Narrative: Activity Plan Rationale |
| **Step 2: Teach and Assess**  (template provided for Part E) | * Teach the learning activity. * Video record the entire activity and select video clip(s). * Write annotations that explain what you are doing and why. | * **Part D:** Video Clip(s) of Activity (1 clip [up to 15 minutes] or 3 clips [up to 5 minutes each]) * **Part E:** Written Annotations and Rationale |
| **Step 3:  Reflect**  (template provided) | * Reflect on the effectiveness of your planning and teaching. | * **Part F:** Written Narrative: Reflection on What You Learned |
| **Step 4:  Apply**  (template provided for written narrative option) | * Apply what you learned to inform a next step activity. | * **Part G:** Narrative: Application of What You Learned (written or video explanation; if submitting video, up to 5 minutes of video explanation) |

## Step 1: Plan

### I. Getting to Know the Children

Directions: Consult with your supervising teacher to develop your understanding of the children’s [assets](#Asset), language development, social and emotional strengths, and learning needs, including development levels. If available, review recent [assessment](#Assessment) and/or [observation](#Observation) data.

Use this information to establish learning and language goal(s) for one activity. The activity may integrate key ECE domains (e.g., mathematics, literacy, communication/language development, social and emotional skills).

Plan your activity for the [group of children](#GroupOfChildren) or select a smaller group. In addition, select one [focus child](#FocusChild).

Use the [California Preschool Learning Foundations](https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) and [Curriculum Frameworks](https://www.cde.ca.gov/sp/cd/re/psframework.asp), the [California English Language Development (ELD) Standards](https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf) and [California ELA/ELD Framework](https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp), the [English Learner Roadmap](https://www.cde.ca.gov/sp/el/rm/), the [TK Implementation Guide](https://www.cde.ca.gov/ci/gs/em/), and/or the [state-adopted Kindergarten Student Standards](https://www.cde.ca.gov/be/st/ss/) to guide your activity plan.

**Gathering Information About Children**

Gather information about children’s assets and learning needs in a professional and appropriate manner that protects the privacy of children and families/guardians and that aligns with the school’s and/or program’s policies.

If you have questions about the types of information that are available about children and their families/guardians, seek guidance from your supervising teacher or your college instructor.

Provide the following information about the assets and learning needs for the group and for the focus child you selected. Provide information about the [learning environment](#LearningEnvironment) and the support personnel. Use Part A: Written Narrative: Getting to Know the Children Template provided.

#### Children

##### Assets and Learning Needs

Directions: Briefly describe the children’s assets and learning needs.

1. Provide general information about the children you will teach during the activity. In addition to age and development ranges, briefly describe, as appropriate, their English language learning levels and/or language needs and any identified special education or learning needs.

##### Learning Environment

Directions: Briefly describe the learning environment.

1. Which type of early childhood setting are you teaching in (e.g., state early childhood setting, Head Start, private, faith based)?
2. Is the early childhood setting for the children full day, half day, other?
3. Describe the learning environment (e.g., learning space, furniture, materials/resources, [assistive technology](#AssistiveTechnology)).

#### Support Personnel/Additional Adults

1. Will other adults be assisting you with this activity? If yes, what is their role?

#### Description of the Focus Child’s Assets and Learning Needs

Directions: Select one focus child. You may select a child who is an [English learner](#EnglishLearner) **OR** a child with a unique learning need or who has an [IEP](#IEP) **OR** a child whose life experience either inside or outside of the early childhood setting may result in a need for additional support. Talk with your supervising teacher and the family/guardian(s) or observe the child (as appropriate) to gather information.

Example characteristics of the focus child you select may include a child who is adept at understanding the feeling and social cues of others; can convey complex ideas; is able to read or decode text independently; has separation anxiety when leaving family member(s)/guardian(s) at drop off; participates in focused play; requires support communicating; falls asleep outside of the normal rest or nap time; is hungry; is sad; is unique in their behavior, knowledge, language, or cognitive abilities.

**Protecting the Focus Child’s Privacy**

To protect the privacy of the focus child, refer to this child throughout your submitted evidence as Focus Child (FC). Remember: Do not use an actual school name, the full names of any children in the evidence you submit for Cycle 2, or the full names of support personnel who are assisting to support the children in the early childhood setting.

##### Focus Child Description

1. What is the age of the child?
2. How long has this child been in this early childhood setting?
3. Describe the child’s cultural and linguistic assets.
4. Describe the child’s interests.
5. Describe the developmental considerations (e.g., [socialandemotional development](#SocialEmotionalDev), physical development) for the child.

**AND**

##### English Learner

1. Primary language:
   1. Describe the child’s current proficiency in language and/or communication development (primary language and/or English).

**OR**

##### Child Who Has an IEP or Specific Learning Need

1. Briefly describe the specific learning need (identified [disability](#Disability) and IEP goals or learning need that is documented through observation or other assessments).
2. If needed, describe any assistive technology that is used by the child.

**OR**

##### Child Who May Need Additional Support

1. Briefly explain what the child needs for additional learning and/or emotional support.
2. What developmental considerations (e.g., social and emotional development, physical development) are needed?

### II. Activity Plan

Directions: Based on the information you gathered about the children through conversations with the supervising teacher and your own observations, plan one learning activity.

Answer the following prompts using the Part B: Activity Plan Template provided to describe the activity.

1. What integrated content is the focus of the activity?
2. What is the developmental [learning goal(s)](#LearningGoal)?\*
3. What is the language development learning goal(s)?\*

\*Learning goal(s) refer to specific statements of intended learning of essential concepts, skills, and development. Learning goal(s) may include both content-specific goals as well as English language development (ELD) goals.

1. Is there specific support(s) planned for the focus child?
2. What [UDL](#UDL) principles do you plan to use throughout your activity to ensure it is active, engaging, and accessible to support children’s learning?
3. What cultural and/or linguistic assets do you plan to build on during the activity?
4. How will you use the children’s interests to plan an active and engaging activity?
5. How will you create a positive and safe environment to promote children’s learning and development?
6. What strategies do you plan to use to check for and monitor understanding (e.g., observe and/or use formative assessments to determine if children are progressing toward meeting the learning goal[s])?
7. What, if anything, do you plan to do differently to support the focus child to actively engage in learning during the activity?
8. What key resources and materials will be provided to children as they participate in the activity (e.g., list of picture books, manipulatives, art materials).

### III. Activity Plan Rationale

Directions: Review the activity plan you created for Part B: Activity Plan Template. Think about how each component of your activity plan meets the learning needs of the children.

Use the Part C: Written Narrative: Activity Plan Rationale Template provided to briefly explain how the activity is informed by and addresses the children’s assets and learning needs.

1. **UDL Teaching Principles:** Explain how your use of specific teaching strategies and [adaptations](#Adaptations) supports the children’s access to learning during the activity.
2. **Assets and Learning Needs:** Explain how your activity plan
   1. incorporates and builds on the children’s cultural and linguistic assets.
   2. focuses on children’s interests.
3. **Language Development:** Explain how your activity plan uses linguistically appropriate strategies to address and support the language development needs of the children.
4. **Positive and Safe Learning Environment:** Describe strategies you plan to use to create a positive and safe learning environment for the children as they engage in the learning activity.
5. **Observation, Monitoring, Use of Formative Assessments:** Explain how your plan for observation and/or formative assessments enables you to check and monitor the children’s understanding.
6. **Activity Supports:** Explain how your supports for the focus child are developmentally appropriate. If you do not plan to support the focus child differently during the activity, explain why.

### Evidence to Be Submitted

* **Part A:** Written Narrative: Getting to Know the Children
* **Part B:** Activity Plan Template
* **Part C:** Written Narrative: Activity Plan Rationale

## Step 2: Teach and Assess

### I. Select Video Clips that Demonstrate Key Teaching Skills

Directions: Teach and video record the entire planned learning activity. For this step, you will submit either 1 video clip of up to 15 minutes or 3 video clips of up to 5 minutes each of you and the children engaging in the activity. If support personnel or other adults are supporting children in the activity, you may include them in the video.

**Following School and District Protocols for Video Recording**

Follow all district/school/ECE program policies regarding video recording of individuals.

ECE students are responsible for verifying and, if necessary, obtaining appropriate permissions from all individuals who appear in the video clips. Permissions are retained at the early childhood setting.

Review the entire video recording of the activity and choose video clip(s) that demonstrate how you created a positive and safe [learning environment](#LearningEnvironment), engaged children in active learning, and engaged with children about their learning and responded, if needed, in-the-moment to support learning.

You can either select

* 1 video clip up to 15 minutes in length

**OR**

* 3 video clips, each up to 5 minutes in length
* **Video Clip 1** (up to 5 minutes)

Demonstrates how you created a positive and safe learning environment

* **Video Clip 2** (up to 5 minutes)

Demonstrates how you engaged children in active learning

* **Video Clip 3** (up to 5 minutes)

Demonstrates how you engaged with children about their learning, and if needed, responded in-the-moment to support their learning

**Video Recording Tips**

Video clips can be selected from any portion of the video recording of the activity; **however, each clip must be unedited and continuous. Video clips should not include added titles, music, graphics, or other elements.**

You may not need to use the entire time allotted for each video clip as you might be able to clearly demonstrate the required practices in less time.

Set up your camera so that you, the children, and any participating support personnel and/or adults can be clearly seen and heard in the video recording.

### II. Written Annotations

[Annotations](#Annotations) are brief text explanations that allow you to highlight and explain your teaching practice in a video clip. ***These annotations are where you*** ***identify the specific moments in the video clip(s) that demonstrate what you are doing and why you are doing it.***

Watch and select your video clip(s). Write annotations to highlight and explain where you can be seen and heard demonstrating the following teaching strategies using the Part E: Written Annotations and Rationale Template provided.

For each annotation, note the specific timeframe where you are demonstrating what you describe (e.g., “Video Clip #1, 0:53–1:13, I can be seen establishing a positive and safe learning environment by helping the child communicate their feelings. I made this choice because expressing feelings out loud can help children feel less frustrated.”). Use each of the 3 annotations at least once across the video clip(s).

Determine which moment(s) in the video clip(s) demonstrates a teaching strategy and explain why you used this strategy.

How did you

1. establish a positive and safe learning environment?
2. engage children in active learning?
3. check for children’s understanding and, if needed, adapt your teaching in the moment?

### Evidence to Be Submitted

* **Part D:** Video Clip(s) of Activity (1 clip [up to 15 minutes] or 3 clips [up to 5 minutes each])
* **Part E:** Written Annotations and Rationale

## Step 3: Reflect

### I. Reflect on What You Learned

Directions: Respond to the following prompts using the Part F: Written Narrative: Reflection on What You Learned Template provided. **Cite evidence from your responses to Steps 1   
and/or 2.**

1. How did knowing about the children’s cultural and linguistic assets, developmental considerations, and learning needs help you to:
   1. provide a culturally and linguistically responsive activity?
   2. support the children to develop their use of language?
   3. encourage the children to access and engage with the learning activity, instructional materials, and/or resources?
2. Describe how effective your planning and [UDL](#UDL) teaching strategies were in supporting the [focus child](#FocusChild) and the [group of children](#GroupOfChildren) to make progress toward meeting the [learning goal(s)](#LearningGoal).
   1. focus child
   2. group of children
3. How effective were the formative strategies you used to check for children’s understanding? Explain why.
4. What specific in-the-moment [adaptations](#Adaptations) did you make to support children’s learning during the activity? How effective were these adaptations in supporting children’s learning?

**OR**

If you did not make any in-the-moment adaptations, explain why they were not needed.

**An Important Reminder about Citing Evidence** **of Planning and Teaching in Reflection**

In your responses to the reflection prompts, be sure to **cite evidence from your submission responses from Step 1** (activity plan, rationale) **and/or Step 2** (videos and [annotations](#Annotations)).

### Evidence to Be Submitted

* **Part F:** Written Narrative: Reflection on What You Learned

## Step 4: Apply

### I. Application of What You Learned

Directions: Respond to the following prompts. You have two options for responding: **either**

* in a written narrative on the Part G: Narrative: Application of What You Learned Template provided

**OR**

* in a video recording of yourself in which you verbally respond to each prompt.

**Guidelines for Optional Videorecording**

If you choose to respond with a video recording, you may start and stop the camera as needed. Your final video clip may not exceed 5 minutes and may contain breaks within and between prompt responses.

1. If you were to plan a next activity for your children, what would you do the same or differently to
   1. use [UDL](#UDL) principles to support the children in meeting or exceeding the learning goal(s)?
      1. [focus child](#FocusChild)
      2. [group of children](#GroupOfChildren)
   2. use culturally and linguistically appropriate teaching strategies to support the learning experience for the
      1. focus child?
      2. group of children?
2. support and/or enhance language development for the
   * 1. focus child?
     2. group of children?
3. address developmental considerations for the
   * 1. focus child?
     2. group of children?

**Citing Evidence**

Be sure to **cite evidence from your submission from Step 1, Step 2, and/or Step 3** (e.g., activity plan and rationale, video clips, [annotations](#Annotations), reflection) for each response. Identify which step(s) the evidence comes from.

### Evidence to Be Submitted

* **Part G:** Narrative: Application of What You Learned (written or video explanation; if submitting video, up to 5 minutes of video explanation)

## Learning Cycle 2 Rubrics

### Essential Questions

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

Step 1: Plan

**Rubric 2.1** How does the ECE student plan to use [UDL](#UDL) principles and build on the children’s cultural and linguistic assets and interests to actively engage them to meet the learning goal(s)?

**Rubric 2.2** How does the ECE student plan for language development for the group of children?

**Rubric 2.3** How does the ECE student plan to use developmentally appropriate supports to engage the focus child in active learning to meet the learning goal(s)?

Step 2: Teach and Assess

**Rubric 2.4** How does the ECE student create a positive and safe environment to promote children’s active learning and development?

**Rubric 2.5** How does the ECE student engage with children about their learning and make, as needed, responsive and appropriate in-the-moment adaptations to support active learning?

Step 3: Reflect

**Rubric 2.6** How does the ECE student reflect on the effectiveness of their planning, teaching, checking for understanding, and, as needed, in-the-moment adaptations to   
support children to make progress toward meeting the learning goal(s) from   
**Steps 1 and/or 2**?

Step 4: Apply

**Rubric 2.7** How does the ECE student describe how they would plan a next activity to support children’s learning **(citing evidence from Steps 1, 2, and/or 3)**?

**Rubric 2.8** How does the ECE student describe how they would revise or extend the [UDL](#UDL)-based activity in the future to support the focus child in meeting or exceeding the learning goal(s) **(citing evidence from Steps 1, 2, and/or 3)**?

### Step 1 Rubrics

#### Rubric 2.1 — Step 1: Plan

**Essential Question:** How does the ECE student plan to use [UDL](#UDL) principles and build on the children’s cultural and linguistic assets and interests to actively engage them to meet the learning goal(s)?

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| ECE student’s activity planning does not clearly use [UDL](#UDL) principles to engage the group in active learning.  **OR**  ECE student’s plan does not build on the children’s cultural and linguistic assets.  **OR**  ECE student’s plan does not build on the children's interests. | ECE student’s activity planning is based on [UDL](#UDL) principles to engage the children in active learning to meet the learning goal(s).  ECE student’s plan appropriately builds on the children’s cultural and linguistic assets and interests. | **All of Level 2, plus:**  ECE student provides a clear rationale for the [UDL](#UDL) principles planned for the activity. |

**Sources of Evidence:**

* **Part A:** Written Narrative: Getting to Know the Children
* **Part B:** Activity Plan Template
* **Part C:** Written Narrative: Activity Plan Rationale

[**Early Childhood Pedagogy**](#_Early_Childhood_Pedagogy)(ECE Foundations, Volumes 1–3; ECE Frameworks, Volumes 1–3; ELD Standards and ELA/ELD Framework; English Learner Roadmap; TK Implementation Guide; State-Adopted Kindergarten Student Standards) appropriate to the age of the children in the classroom

**TPEs and elements:** TPE 1, elements e, f, j; TPE 2, element h; TPE 3, elements a, b, g, h, i, j, l, m; TPE 4, elements a, c, g, h, j, q; TPE 5, elements b, h

#### Rubric 2.2 — Step 1: Plan

**Essential Question:** How does the ECE student plan for language development for the group of children?

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| ECE student’s plan does not use linguistically appropriate teaching strategies to support the children’s language development.  **OR**  ECE student’s plan does not include language development goal(s). | ECE student plans language development goal(s) for the group of children based on conversations with the supervising teacher, available prior assessments, and/or observations of the children.  ECE student’s plan describes linguistically and developmentally appropriate teaching strategies to support children’s language development. | **All of Level 2, plus:**  ECE student’s language development goal(s) are differentiated to meet the needs of children within the group. |

**Sources of Evidence:**

* **Part A:** Written Narrative: Getting to Know the Children
* **Part B:** Activity Plan Template
* **Part C:** Written Narrative: Activity Plan Rationale

[**Early Childhood Pedagogy**](#_Early_Childhood_Pedagogy)(ECE Foundations, Volumes 1–3; ECE Frameworks, Volumes 1–3; ELD Standards and ELA/ELD Framework; English Learner Roadmap; TK Implementation Guide; State-Adopted Kindergarten Student Standards) appropriate to the age of the children in the classroom

**TPEs and elements:** TPE 1, elements b, e, f, j; TPE 2, element j; TPE 3, elements a, b, f, g, h, i, j, l; TPE 4, elements a, c, g, h, j, n, o, p, q; TPE 5, element h

#### Rubric 2.3 — Step 1: Plan

**Essential Question:** How does the ECE student plan to use developmentally appropriate supports to engage the focus child in active learning to meet the learning goal(s)?

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| ECE student does not provide developmentally appropriate strategies for how they will support and/or engage the focus child in active learning to meet the learning goals. | ECE student’s plan provides developmentally appropriate strategies for how they plan to support and engage the focus child in active learning to meet the learning goal(s). | **All of Level 2, plus:**  ECE student provides a clear rationale for developmentally appropriate strategies planned to support and engage the focus child.  ECE student’s plan appropriately builds on the focus child’s cultural and linguistic assets and interests. |

**Sources of Evidence:**

* **Part A:** Written Narrative: Getting to Know the Children
* **Part B:** Activity Plan Template
* **Part C:** Written Narrative: Activity Plan Rationale

[**Early Childhood Pedagogy**](#_Early_Childhood_Pedagogy)(ECE Foundations, Volumes 1–3; ECE Frameworks, Volumes 1–3; ELD Standards and ELA/ELD Framework; English Learner Roadmap; TK Implementation Guide; State-Adopted Kindergarten Student Standards) appropriate to the age of the children in the classroom

**TPEs and elements:** TPE 1, elements b, e, f, j; TPE 2, elements h, j; TPE 3, elements a, b, f, g, h, i, j, l, m; TPE 4, elements a, c, g, h, n, o, p, q; TPE 5, element h

### Step 2 Rubrics

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

**Essential Question:** How does the ECE student create a positive and safe environment to promote children’s active learning and development?

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| ECE student does not provide evidence that demonstrates they know how to create a positive and safe learning environment for children.  **OR**  The children’s engagement is passive **and/or** active learning is not clearly seen or heard. | ECE student creates a positive and safe learning environment, allowing children to actively engage in learning. | **All of Level 2, plus:**  ECE student’s video and annotation evidence clearly differentiates how they engage with individual children during the activity to support and meet learning needs. |

**Sources of Evidence:**

* **Part D:** Video Clip(s) of Activity (1 clip [up to 15 minutes] or 3 clips [up to 5 minutes each])
* **Part E:** Written Annotations and Rationale

[[**Early Childhood Pedagogy**](#_Early_Childhood_Pedagogy)](#_Content-specific_pedagogy.) (ECE Foundations, Volumes 1–3; ECE Frameworks, Volumes 1–3; ELD Standards and ELA/ELD Framework; English Learner Roadmap; TK Implementation Guide; State-Adopted Kindergarten Student Standards) appropriate to the age of children in the classroom

**TPE and elements:** TPE 2, elements c, g

#### Rubric 2.5 — Step 2: Teach and Assess

**Essential Question:** How does the ECE student engage with children about their learning and make, as needed, responsive and appropriate in-the-moment adaptations to support active learning?

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| ECE student does not engage with children about their learning.  **OR**  ECE student makes inappropriate in-the-moment adaptations that do not support children’s learning. | ECE student engages with children about their learning.  ECE student makes, as needed, responsive and appropriate in-the-moment adaptations to support children’s learning. | **All of Level 2, plus:**  ECE student’s video(s) and/or written annotations clearly demonstrate that they are consistently responsive to children and understand why their in-the-moment adaptations were needed and supported children’s learning. |

**Sources of Evidence:**

* **Part D:** Video Clip(s) of Activity (1 clip [up to 15 minutes] or 3 clips [up to 5 minutes each])
* **Part E:** Written Annotations and Rationale

[**Early Childhood Pedagogy**](#_Early_Childhood_Pedagogy)(ECE Foundations, Volumes 1–3; ECE Frameworks, Volumes 1–3; ELD Standards and ELA/ELD Framework; English Learner Roadmap; TK Implementation Guide; State-Adopted Kindergarten Student Standards) appropriate to the age of children in the classroom

**TPEs and elements:** TPE 1, element k; TPE 3, elements b, d, e

### Step 3 Rubric

#### Rubric 2.6 — Step 3: Reflect

**Essential Question:** How does the ECE student reflect on the effectiveness of their planning, teaching, checking for understanding, and, as needed, in-the-moment adaptations to support children to make progress toward meeting the learning goal(s) from **Steps 1 and/or 2**?

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| ECE student’s reflection demonstrates limited or inaccurate understanding of how they impacted children’s learning.  **OR**  ECE student’s analysis of the effectiveness of the activity is vague or does not align with evidence provided from  **Steps 1 and/or 2**. | ECE student’s reflection demonstrates how their planning, teaching, checking for understanding, and, as needed, in-the-moment adaptations supported children to meet the learning goals.  ECE student analyzes the effectiveness of the activity and their in-the-moment adaptations or their rationale for why no adaptations were needed to support the children to make progress toward meeting the learning goal(s) from **Steps 1  and/or 2**. | **All of Level 2, plus:**  ECE student’s reflection demonstrates a clear understanding of the ways in which affirming and validating assets, responding to learning needs, and/or building on cultural and linguistic backgrounds and children’s interests result in deeper learning. |

**Source of Evidence:**

* **Part F:** Written Narrative: Reflection on What You Learned

[**Early Childhood Pedagogy**](#_Early_Childhood_Pedagogy)(ECE Foundations, Volumes 1–3; ECE Frameworks, Volumes 1–3; ELD Standards and ELA/ELD Framework; English Learner Roadmap; TK Implementation Guide; State-Adopted Kindergarten Student Standards) appropriate to the age of children in the classroom

**TPEs and elements:** TPE 3, element e; TPE 6, element c

### Step 4 Rubrics

#### Rubric 2.7— Step 4: Apply

**Essential Question:** How does the ECE student describe how they would plan a next activity to support children’s learning **(citing evidence from Steps 1, 2, and/or 3)**?

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| ECE student’s description of a next activity is not clear in how it will support the children to take the next learning step.  **OR**  ECE student does not **cite evidence from Steps 1, 2, and/or 3** to support their explanation. | ECE student provides a description of a developmentally appropriate next activity to support the children to take the next learning step.  ECE student **cites evidence from Steps 1, 2, and/or 3** to support their explanation. | **All of Level 2, plus:**  ECE student provides a clear rationale for why the next [UDL](#UDL)-based activity will further address the children’s learning and language needs and developmental considerations, and how it will build on their cultural and linguistic assets and interests. |

**Source of Evidence:**

* **Part G:** Narrative: Application of What You Learned (written or video explanation; if submitting video, up to 5 minutes of video explanation)

[**Early Childhood Pedagogy**](#_Early_Childhood_Pedagogy)(ECE Foundations, Volumes 1–3; ECE Frameworks, Volumes 1–3; ELD Standards and ELA/ELD Framework; English Learner Roadmap; TK Implementation Guide; State-Adopted Kindergarten Student Standards) appropriate to the age of children in the classroom

**TPEs and elements:** TPE 3, elements b, f, h, i; TPE 4, elements a, h; TPE 6, element c

#### Rubric 2.8 — Step 4: Apply

**Essential Question:** How does the ECE student describe how they would revise or extend the [UDL](#UDL)-based activity in the future to support the focus child in meeting or exceeding the learning goal(s) **(citing evidence from Steps 1, 2, and/or 3)**?

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| ECE student’s description of a next activity is not clear in how it will support the focus child to take the next learning step.  **OR**  ECE student does not **cite evidence from Steps 1, 2, and/or 3** to support their explanation. | ECE student provides a description of a developmentally appropriate next activity to support the focus child to take the next learning step.  ECE student **cites evidence from Steps 1, 2, and/or 3** to support their explanation. | **All of Level 2, plus:**  ECE student provides a clear rationale for why the next activity will further address the focus child’s learning and language needs and developmental considerations, and how it will build on the child’s cultural and linguistic assets and interests. |

**Source of Evidence:**

* **Part G:** Narrative: Application of What You Learned (written or video explanation; if submitting video, up to 5 minutes of video explanation)

[**Early Childhood Pedagogy**](#_Early_Childhood_Pedagogy)(ECE Foundations, Volumes 1–3; ECE Frameworks, Volumes 1–3; ELD Standards and ELA/ELD Framework; English Learner Roadmap; TK Implementation Guide; State-Adopted Kindergarten Student Standards) appropriate to the age of children in the classroom

**TPEs and elements:** TPE 3, elements b, f, h, i; TPE 4, elements a, h; TPE 6, element c

## Submitting Your Evidence

### Preparing Your CalFTPA Submission

You will submit your evidence to your college faculty member. Please refer to their requirements for turning in your submission.

#### Templates

Templates that include the written narrative prompts are provided by your college faculty member(s). To complete the templates, you must do the following:

1. Download the word-processing template files available.
2. Complete the templates.
3. Review your files before submission.
4. Follow your faculty member’s direction(s) for turning in your CalFTPA submission.

As you complete the CalFTPA, carefully follow the directions on the templates and in this guide. Do not delete or alter any original text (including headers, footers, titles, directions, margins, and prompts) from the templates.

**Confidentiality**

Do not use an actual school name, the names of other adults in the classroom who support the children, or the names of any children in your submission to protect their privacy.

### What to Submit

The [Evidence Table](#_Evidence_Table) lists each piece of evidence that must be submitted.

#### English Translation

Please refer to your college faculty’s requirements for any English translations.

## ECE CalFTPA Glossary

This glossary contains terms as used in the ECE CalFTPA performance assessment guides. ECE students should reference this glossary to determine if terms are being used appropriately in their responses to the cycle directions.

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

**Academic language development.** Use of an “academic language style” helps children to describe the world around them through the use of language and allows them to communicate effectively in the type of language most commonly used in school settings (Abbott, D., Lundin, J., & Ong, F. [Eds.]. [2008]. *California preschool learning foundations* [Vol. 1]. California Dept. of Education).

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

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

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

**Assessment.** The formal or informal process of collecting evidence about student progress, analyzing and evaluating progress, communicating about progress, and adjusting teaching practices based on reflection on a teacher’s practice. There are multiple forms of assessment, including learning activities that enable teachers to measure student progress, child work, and feedback from families/guardians.

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

**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.

**Black, Indigenous, and people of color (BIPOC).** BIPOC—or Black, Indigenous, and people of color—is used to refer to members of nonwhite communities.

**California Content Standards and/or Curriculum Frameworks.[[4]](#footnote-5)** These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum Frameworks, the California Preschool Learning Foundations, and the Expanded Core Curriculum for Students with Visual Impairments.

**California English Language Development Standards (CA ELD Standards).** The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.[[5]](#footnote-6)

**California Preschool Curriculum Frameworks.[[6]](#footnote-7)** These frameworks enrich learning and development opportunities for all of California’s preschool children. They include ideas for how to intentionally integrate learning into children’s play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children’s knowledge, skills, needs, and interests.

**California Preschool Learning Foundations.[[7]](#footnote-8)** These foundations outline the key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program.

**Collaborative.** Relating to engagement in dialogue with others.[[8]](#footnote-9)

**Co-teaching.** Whentwo teachers (ECE student/supervising teacher, education specialist) work together with groups of children or individual children, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space.

**Demonstrations.** Refer to a wide variety of potential educational projects, or products through which children “demonstrate” what they have learned, usually as a way of determining whether and to what degree they have progressed toward expected learning goals.

**Development level.** Refers to the stages or milestones in children’s cognitive, psychological, and physical development. While children may be expected to progress through the same specified stages and in the same order, they proceed at different rates through these stages. Thus, children of the same chronological age may be observed to be at different “levels.”

**Differentiate.** Differentiated instruction and assessment (also known as differentiated learning or, in education, simply, differentiation) is a framework or philosophy for effective teaching that involves providing different children 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 children within a classroom can learn effectively, regardless of differences in ability.

**Disability.** A child with a disability means a child evaluated in accordance with federal statute as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.[[9]](#footnote-10)

**Discrimination.** Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socio-economic class, physical ability, or sexual orientation.

**Dual-language setting.** A classroom in which children are learning two (or more) languages at the same time, including those learning a second language while continuing to develop their first (or home) language.

**Early Childhood Education** **Teaching Performance Expectations (ECE** **TPEs).[[10]](#footnote-11)** ECE TPEs are the expectations for knowledge, skills, and abilities that a new teacher should be able to demonstrate. The ECE TPEs have six domains including Engaging and Supporting All Young Children in Development and Learning, Creating and Maintaining Effective Environments for Young Children’s Development and Learning, Understanding and Organizing Content Knowledge for Young Children’s Development and Learning, Planning Instruction and Designing Developmental Learning Experiences for All Young Children, Assessing and Documenting Young Children’s Development and Learning, and Developing as a Professional Early Childhood Educator.

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

**English language development (ELD) goals.** Specific statements of intended student attainment of essential English language skill development. The English language development goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

**English language proficiency.** The level of knowledge, skill, 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 Standards (CA ELD Standards).

**English Language Proficiency Assessments for California** **(ELPAC).** Californiaand federal laws require that local educational agencies (LEA) administer a state-adopted test for English Language Proficiency (ELP) to K–12 students whose primary language is a language other than English. The ELPAC is the state-adopted model for assessing this information and is aligned with the 2012 California English Language Development Standards. This test consists of two separate ELP assessments: one for the initial identification (date of first entry into California public school) of students as English learners (EL) and a second for the annual summative assessment to measure a student’s progress with learning English in four domains: Reading, Writing, Speaking, and Listening. While the families/guardians can opt their EL student out of support classes, they cannot exempt them from the state and federally required testing.

**English learner.** A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state-approved oral language assessment procedures, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs.

**Evidence-based practice.** “Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented.[[11]](#footnote-12) Examples of evidence-based practices include but are not limited to UDL practices and strategies; providing clear learning goals; checking for understanding; summarizing learning graphically; productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

**Focus child.** A child whose primary language is not English, who has been identified by the district or school as multilingual, or who needs support for their language and/or communication development.

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

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

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

**Heritage language learner.** A student studying a language who has proficiency in or a cultural connection to that language.

**Heritage language speaker.** Individuals who have learned a language from their family. The language learned at home differs from the primary language spoken in the country/society in which they have lived most of their lives.

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

**Informal assessment.** Observing and documenting student learning and adjusting instruction to provide in-the-moment feedback to students while teaching. Informal assessments may involve a range of strategies (e.g., purposeful questions to check for understanding during the activity; observation notes taken by the teacher while students are engaged in learning 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).

**Learning environment.** Learning environment can be defined as characteristics or features of learning environments that do not include the teachers or their teaching. This includes the composition of the children attending, classroom structures, resources, as well as school and district policies that teachers must follow.

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

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

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

**Modification.** Services or support related to a student’s disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports *do* fundamentally alter the standard or expectation of the assignment or test.

**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.

**Observation.** Directly viewing or listening to children, teachers, others, and/or the surroundings or environment. Observation can be used for various purposes and can be documented in various ways.

**Pedagogy.** Pedagogy describes the theories, methods, and philosophies of teaching. Stated another way, pedagogy describes the use of various instructional strategies.

**Progress monitoring.** Progress monitoring is used to assess and determine how children are responding to instruction. Progress monitoring may be used for individual children, small learning groups, and/or whole group. Progress monitoring may include informal and formal assessment strategies.

**Scaffolding.** Refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support[[12]](#footnote-13) that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

**Self-advocacy.** The ability to understand and effectively communicate one’s needs to others.

**Self-determination.** A person’s ability to control their own destiny. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead children or individuals to set goals for themselves and to take the initiative to reach these goals.

**Social and emotional development.** Includes the student’s experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005). It encompasses both intrapersonal and interpersonal processes.

**Supportive learning environment.** Supportive teaching strategies refer to any number of teaching approaches that address the needs of children with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which children feel equally valued.

**Universal Design for Learning (UDL).[[13]](#footnote-14)** A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners’ interests, challenge them appropriately, and motivate them to learn.

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

**Whole group.** See “[group of children](#GroupOfChildren).”

1. [HHS Grants Policy Statement](https://www.hhs.gov/sites/default/files/grants/grants/policies-regulations/hhsgps107.pdf), page II–31 [↑](#footnote-ref-2)
2. [HHS Grants Policy Statement](https://www.hhs.gov/sites/default/files/grants/grants/policies-regulations/hhsgps107.pdf), page II–71 [↑](#footnote-ref-3)
3. The first reference of a term in each section of this guide is hyperlinked to its corresponding definition in the CalTPA Glossary. To navigate to the glossary definition, click the hyperlinked word. To navigate back to the page origin, use the “Previous View” command (or ALT+Left Arrow). [↑](#footnote-ref-4)
4. 2014 English Language Arts/English Language Development Framework: <https://www.cde.ca.gov/ci/rl/cf/>  
   California Content Standards: <https://www.cde.ca.gov/be/st/ss/>   
   California English Language Development Standards (CA ELD Standards): <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>   
   California Preschool Curriculum Frameworks: <https://www.cde.ca.gov/sp/cd/re/psframework.asp>   
   California Preschool Learning Foundations: <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>  
   Expanded Core Curriculum for Students with Visual Impairments: Hatlen, P. (1996). “Expanded Core Curriculum for Students with Visual Impairments.” In *Guidelines for programs serving students with visual impairments* from <https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf> [↑](#footnote-ref-5)
5. <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf> [↑](#footnote-ref-6)
6. <https://www.cde.ca.gov/sp/cd/re/psframework.asp> [↑](#footnote-ref-7)
7. <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp> [↑](#footnote-ref-8)
8. <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf> [↑](#footnote-ref-9)
9. Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) https://sites.ed.gov/idea/regs/b/a/300.8 [↑](#footnote-ref-10)
10. <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0> [↑](#footnote-ref-11)
11. <https://www.cde.ca.gov/sp/se/sr/taskforce2015-evidence.asp> [↑](#footnote-ref-12)
12. https://www.edglossary.org/academic-support/ [↑](#footnote-ref-13)
13. <https://udlguidelines.cast.org> [↑](#footnote-ref-14)